

ISSN:0975-4857

***JOURNAL OF THE***  
**YOUNG LIBRARIANS ASSOCIATION**

**VOLUME - 2**

**YEAR 2009**



**Published by**  
**YOUNG LIBRARIANS ASSOCIATION**

**JOURNAL OF THE  
YOUNG LIBRARIANS ASSOCIATION**

ISSN: 0975-4857

**Editor-in-Chief**

**Dr. R. G. Garg**

Head, School of Studies in Library & Inf. Sc., and University Librarian (I/C)  
Central Library Jiwaji University, Gwalior, E-mail: drrggarg@gmail.com

**Editor**

**Dr. Sanjiv Saraf**

Dy. Librarian, Banaras Hindu University, Varanasi  
E-mail: gyanshrisanjiv@rediffmail.com

**Sub-Editor**

**Mohammad Rehan**

Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal  
E-mail: samimanzil1@gmail.com

**Editorial Advisory Board**

**Prof. R.G. Prashar**, Former Head, Dept. of Lib.&Inf. Sc., and Dean, Dr. Hari Singh Gour Vishwavidyalaya, Sagar (M.P.)

**Prof. M.P. Satija**, Former Head, Dept. of Lib.&Inf. Sc., Guru Nanak Dev University, Amritsar, Punjab

**Prof. K.C. Sahoo**, Prof. & Head, Dept. of Lib. & Inf. Sc., Dr. Hari Singh Gour Vishwavidyalaya, Sagar (M.P.)

**Prof. J. N. Gautam**, Rector, Jiwaji University, Gwalior (M.P.)

**Dr. G.H.S.Naidu**, University Librarian, Central Library, Devi Ahilya Vishwavidyalaya, Indore (M.P.)

**Editorial Board**

**Dr. Neeraj Kr. Chaurasia**, Indian Institute of Technology(IIT), New Delhi

**Sudhir Shrivastava**, Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal

**Ravindra Gupta**, Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal

**Dr. Sangita Dharade**, Dept. of Lib. & Inf. Sc., Rajiv Gandhi College, Bhopal

**Ms. Ruchi Purohit**, Sant Hirdaram College, Bairagarh, Bhopal

**Mr. Amitabh Shrivastava**, Institute of Administration Library, Bhopal

**K.P.S. Chouhan**, Navodaya Vidyalaya, Amarkantak

**Rajneesh Tamrakar**, National Institute of Fashion Technology, Bhopal

**Brijendra Rajpoot**, Advanced Institute of Management, Ghaziabad

**Amit Tamrakar**, Central School Gooty, (A.P.)

**N. Shakhmacha Singh**, Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal

JOURNAL OF THE YOUNG LIBRARIANS ASSOCIATION is published yearly by YLA. It publishes scholarly articles, of general interest to LIS professionals, from all disciplines of library and information science. It's a real platform for publishing original contributions in the field of Library & Information Science.

**Annual Subscription:** Rs. 300.00 in India, and US \$ 40 in USA and other countries. All matters pertaining to membership, subscriptions, changes of address and advertisement should be addressed to:

**The President, YLA**

H. No. 86, Sami Manzil, Near Mosque, Haneef Colony, Karond, Bhopal (M.P.) 462 012

E-mail: [samimanzil@gmail.com](mailto:samimanzil@gmail.com), [ylabhopal@gmail.com](mailto:ylabhopal@gmail.com), Mob. 09827369345

JOURNAL OF THE  
**YOUNG LIBRARIANS ASSOCIATION**

ISSN: 0975-4857

Volume - 2

Year 2009

## Contents

1. Subject gateways emerging tool for information retrieval : An introduction/ <b>Amrita Majumdar, Dr. Surya Prakash Shukla and Barun Sarkar</b>	01-05
2. Library 2.0 : A new way to communicate/ <b>Dr. Pawan Sharma and Dr. Hemant Sharma</b>	06-17
3. ग्रन्थालयों में परिवर्तन प्रबंधन (Change Management) : एक विवेचनात्मक अध्ययन/ <b>डॉ. रामगोपाल गर्ग</b>	07-23
4. E-Marketing of information products and services : A changing scenario of libraries./ <b>P. S. Rajput, R.K. Sahu and Prof. J.N. Gautam</b>	24-31
5. Can Library Consortia help India Libraries to achieve their mission/ <b>Dr. R. K. Bhatt and Dr. U. C. Sharma</b>	32-38
6. Electronic Books (E-BOOKS) : An Overwhelming Technology For The Libraries/ <b>Dr. Neeraj Kumar Chaurasia and Pankaj Chaurasia</b>	39-50
7. Use and necessity of Information Services in Non-Government Organizations (NGOs) in India/ <b>Dr. Rajesh Kumar Singh and Anil Agarwal</b>	51-57
8. Online Information resources for school library users : A case study/ <b>Dr. R.G. Garg and K.P.S. Chouhan</b>	58-64
9. Secondary School Libraries in Uttar Pradesh: Present Scenario. / <b>Dr. Anil Singh and Dr. Rishi Tiwari.</b>	65-71
10. Scientometric Dimension on Osteoporosis in India/ <b>Dr. R. Balasubramani, R. Parameswaran and S. Raja</b>	72-82
11. Digital Library: Issues and Challenges/ <b>Ms Ruchi Purohit, Mrs. Nasreen Ahmed and Dr. Surya Prakash Shukla</b>	83-88
<b>Book Reviews:</b>	
<b>Satija, M.P, Sukhdev Singh &amp; Lakhbir Singh:</b> <i>A guide to reference sources in Punjabi.</i> Patiala: Punjab Library Association, 2010, xv +297p. ISBN: 978-81-909933-3-3	89
गर्ग, रामगोपाल: चयनित भारतीय हिन्दी ग्रन्थ सूची : उच्च शिक्षा के विभिन्न विषयों से सम्बंधित. लुधियाना: मेडेलियन प्रेस, 55-बी, उधम सिंह नगर,, पंजाब. 2009 पेज 336. रु 595.	89-90
<b>Forthcoming Seminar/Conferences/Workshops, Refresher Courses in India</b>	91-92

## Subject gateway emerging tool for information retrieval: an introduction

Amrita Majumdar \* Dr. Surya Prakash Shukla \*\* and Barun Sarkar \*\*\*

### Abstract

The enormous growth of Information on Web and clear demand for organized and domain specific information have urged the new concept called Subject Based Information Gateways. A Subject Gateway is an Internet based information service, which supports the systematic resource discovery. Which are still not aquatinted among professionals and users? The purpose of this paper is to give brief information about subjectgateway that are effective and emerging tool in the field of information retrieval.

### Introduction

Gorman has characterized the web as "Vandalized library" where some one has destroyed the catalogue and removed the front matter and indexes from most of the books, this unstructured nature of information on the web evolved the retrieval irrelevant and time consuming. The statement of Gorman is somewhere is true because we are familiar that web has become a huge, open, multicultural, multilingual, almost uncontrolled and ever growing repository of information. It is estimated that there are over 6,000 gigabytes of data on the World Wide Web these number continuous to grow at an exponential rate and doubles every six months and most useful data are hide under the "deep web". An earlier study at the University of California Berkely differentiated between the "surface" web and the "deep" Web. The "surface" Web consists of approximately 2.5 billion documents. However, taking into account all web-accessible information including specialized web-connected databases and dynamic Web sites (collectively known as the "deep" Web), there are 550 billion web-connected documents, of which 95% are publicly accessible. These sites are not widely known among average user; even through the information available is 400 to 550 times larger than the information on the "surface in addition 7.3 million pages are added every day to the total web. Even powerful search engines like Google has some limitations to retrieve a proper information from deep web Poulter Web search engine typically use some form of relevance ranking which is based only on weighting items in the results list according to the frequency of occurrence of search terms the place of occurrence of the terms and so on. One of the major criticisms of the web search engine is that general help and instructions for searching are inadequate and sometimes confusing. So there is a need of some good conceptual, classified and semantic tools more than ever as they attempt to effectively organize the vast volumes of information available on the web. These issue give birth to the new concept of information management tool is called Subject Based Information Gateways (SBIGS) formally known as subject gateways or Infogate.

---

\* **Assistant Librarian**, Mahatma Gandhi Kashi Vidhya Pith, Varanasi - 221005

\*\* **Lecturer**, Mahatma Gandhi Chitrakoot Gramodaya University, Chitrakoot

\*\*\* **Director**, P. G. Deptt. of Lib.Inf.Sc,T.M. Bhagalpur university, Bhagalpur

## Subject Gateways

In traditional information environment human intermediaries such as librarians and information scientists find, analyze and evaluate information so that end users are able to search organized collections of knowledge. Subject gateway works on same principle; they employ subject experts and information professionals to select, classify and catalogue the Internet resources to aid search and retrieval for the users. Users are offered access to a database of internet resource description, which they can search by keywords or browse by subject area.

According to Koch (2000) defines subject gateways "as internet-based services which supports systematic resources discovery. They provide links to resources (documents, object or services), predominately accessible via the Internet. Browsing access to the resources via subject structure is an important feature". Campbell defines it "it is a web-based mechanism for access in a collection of high quality, evaluated resource identified to support research in a particular subject discipline. Subject gateways are also known as (1) subject-based information gateways (SBIGs); (2) subject based gateways; (3) subject index gateways, (4) virtual libraries; (5) clearinghouse; (6) subject trees; (7) pathfinders; (8) quality-controlled subject gateways, etc.

T. Koch and quoted in the *Desire Information Gateways Handbook* "Information gateways are quality controlled information services that have the following characteristics:

An online service that links to numerous other sites or documents on the Internet.

Selection of resources in an intellectual process according to published quality and scope.

Intellectually produced content descriptions in the spectrum between short annotation and review (this excludes automatically extracted so called summaries). A good but not necessary criterion is the existence of intellectually assigned keywords or controlled terms.

Intellectually constructed browsing structure/classification (this excludes completely unstructured lists of links)

At least partly manually generated (bibliographic) metadata for the individual resources

Subject gateways are therefore very different in nature from general Internet search tools search engines such as Google and Alta Vista and also from directories such as yahoo. Apart from the five factors above which are generally absent from the general tools, subject gateways are usually orders of magnitude smaller in the number of resources included; a feature of the intellectual selection and record creation necessary for subject gateway.

## Elements of Subject Gateways

There are five major elements of subject gateways which are essential for developing and maintenance of this concept these are: Subject scope, quality criteria, resource

description, categorization and responsibility for maintenance. Subject gateways are by definition subject specific but quite what this means can vary. Early gateways almost always drew subject matter from a defined academic discipline- chemistry, engineering, social science – because of the interest of their originators and anticipated users. A clear trend has been to expand the scope of gateways beyond academics areas , to professional users and to the ‘interested layperson’ This has gone together with an expansion in the numbers and scope of gateway, so that most subject areas- however defined- have at least one gateway covering them. This is seen clearly in the expansion of the scope of the original gateway created.

Quality controlled subject gateways are Internet services which apply a rich set of quality measures to support systematic resources discovery .Considerable manual effort is used to secure a selection of resources which meet quality criteria and to display a rich description of these resources with standards based metadata. Regular checking and updating ensure good collection management .A main goal is to provide a high quality of subject access through indexing resources using controlled vocabularies and by offering a deep classification structure for advanced searching and browsing. These may include creation of content description of resources , collection of high quality information resources with the help of subject expert, policy for maintenance of the collection should guarantee currency through record checking for content changes, regular updates to the collection link checking weeding. Resources description /metadata which includes a rich set of metadata for the individual resources and the most important element is Categorization , it influences the design of subject gateways architecture specifically on the process of organizing, searching and browsing systems that help users efficiently find and access information. It give convenience in browsing by grouping related information objects or products together, enables broadening and narrowing of searches by their attribute ,gives context to search terms being used allows multilingual access to collections of material and the partitioning and manipulation of large database.

### **Historical development of Subject Gateways**

The Electronic Libraries Programme (eLib) of JISC of the UK Higher Education Funding Council set up in 1995 which includes besides other things, access to network resources (ANR) and subject gateways were funded as the part of ANR area and latter on it lead to the funding and establishment of eLib subject gateways- SOSIG, EEVL, OMNI, History, ADAM, and Biz/EdKey initiatives for building tools and standards in subject gateways ROADS ( Resource Organization and Discovery in Subject-based Services) It is being funded by the JISC ( Joint Information system Committee) through e-Lib programme ( UK). It is an open source set of software toolkit, which enable the set up and maintenance of web-based subject gateways. A ROAD based information gateway is based on a database that contains information about Internet resources. The records in the database contain information such as the title of the resource, which maintains it how to access it, a classification number, and a description and keywords. The user is given access to this information while either browsing or searching the database. This is particularly important for geographically

distant resources that might require some time and effort to access. The software includes the database technology, required to set up a gateways. For downloading the free online software visit its site URL: <http://www.ilt.bris.ac.uk/roads> DESIRE (Development of a European Service for Information on Research and Education). This is one of the largest projects funded by the Telematics for Research Sector of the Fourth Framework Programme funded by the European Union. In particular, DESIRE intends to provide:

1. tools for indexing and cataloguing information servers
2. tools for management and maintenance of information servers
3. Demonstration and evaluation of tools and techniques for information catching and secure
4. access to information servers
5. background information for developers of networked information systems
6. training materials

IN Oct'99 DESIRE published the "Information Gateway Handbook" - a guide for libraries interested in setting up large-scale subject gateways of their own. This handbook is freely available at the site: (<http://www.desire.org>) and describes all the methods and tools require to set up a large scale Internet subject gateways.

### **Access to Subject Gateways**

Subject gateways may be identified in the usual ways in which any internet resources may be found; by use of search engine such as Google or a general directory such as Yahoo from printed listing by mention in electronic discussion lists and groups or by personal recommendations with the increase in the number and value of these tools specific listing of subject gateways are now being created ;many libraries and information services which initially attempted to lists all useful Internet resource in their area ,have now moved to simply listing of subject gateways.

The most useful single listing of this sort at least for UK users and certainly the simplest to use is the

- a) PINKES (a subject launchpad) gateway listing from Heriot Watt University. <http://www.hw.ac.uk/libWWW/irn/pinakes/pinakes.html> Describing itself as a "subject launchpad" it gives a visually appealing listing of subject gateways but adds little extra information or evaluation of its own.
- b) The venerable Argus Clearinghouse is also a valuable resources <http://www.clearinhouse.net/par>. A "gateway to gateway" this is an intellectually constructed list of "value added topical guides which identify describe and evaluate Internet -based information resources".

### **Advantage of Subject Gatways**

- a) It provides a clearly expressed subject scope, defining what resources may be considered for inclusion
- b) It represents explicitly defined criteria of quality, used to select resources for inclusion

- c) Some form of annotation or description of resources which provide quick view of information resources.
- d) It provides categorization, classification or indexing of the collection which are useful to the users.

## Conclusion

Faced with the problem of enabling the effective, efficient and easy retrieval of useful information from large collection, the subject based information system is being appreciable. The subject based information system should be constructing on classificatory approach, where ideally speaking, all information available on the web would be classified in some standard way and search and retrieval could be based on that classificatory approach.

## References

1. Layman, Peter and Varian, Hal R. (2003) How much information? Retrieved online at <http://www2.sims.berkeley.edu/research/projects/how-much-info-2003/execsum.htm>
2. Gorman, M. The corruption of cataloguing. *Library Journal*, vol. 120, (15), pp. 32-34.
3. Helge Clausen (1996). Web information quality as seen from the libraries. *New Library World*, vol. 97, (6), pp. 04 – 08.
4. Poulter , Alan (1997). The design of World Wide Web search engines: a critical review. *Program: electronic library and information systems*, vol. 31, (2), pp. 131-45
5. Lichtenstein, S., Swatman, & Paula, M.C. (1997). Internet acceptable usage policy for organizations. *Information Management & Computer Security*, vol. 5, (05), pp. 182-90.
6. Clausen ,Helge. Web information quality as seen from the libraries. *New Library World*, vol. 97, (06), pp. 4-8
7. Koch,Traugott, (2000). Quality – controlled subject gateways: definitions, typologies, empirical overview. *Online Information Review*, vol. 24, (01), pp. 24-34
8. Clark, Nicole , frost , deniseser- Centred Evaluation and Design: A Subject Gateway Perspective<http://www.emerald-library.com>
9. Das , Pankaj kumar : subject gateways : The clever way to information <http://ir.inflibnet.ac.in:8080/jspui/bitstream/123456789/1051/1/26.pdf>
10. D' Angelo, Barbara J (2001). Integrating and assessing Information competencies in a Gateway course. *Reference Services Review*, Vol. 29, (04), pp. 282-293. <http://www.emeraled-Library.com/>
11. Mackie, Morag and Burton, Paul F. (1999). The use and effectiveness of the eLib subject gateways: a preliminary investigation. *Program: electronic library and information systems*, Vol. 33, (4), pp. 327-337



# Library 2.0 : A new way to communicate

Dr. Pawan Sharma\* and Dr. Hemant Sharma\*\*

## Abstract

This article give the brief outline of Library 2.0, their genesis, definitions, benefits, key principles and all the medias and social networks, blogs, RSS, etc.. It also discusses the basic difference between library 1.0 and library 2.0.

**Key words:** web 2.0, library 2.0, Blog, Wiki, Streaming media, Social network, Tagging, RSS

## Introduction

Web 2.0's principles and technology offers libraries many opportunities to serve their patrons better, and to reach out beyond the walls and Web sites of the institution to reach potential beneficiaries where they happen to be, and in association with the task that they happen to be undertaking. With these approaches, we take our existing wealth of data, and make it work much harder. We begin to break down the internal silos of the separate systems within a single library, and connect those components to one another, and to related components and services far beyond the building. At a technical level, we make it possible for searchers to be presented with choices to view online, borrow locally, request from afar, buy or sell as appropriate to their needs and circumstance.

The beauty of Web 2.0 and Library 2.0 is the level of integration and interoperability that is designed into the interface through the library portal or intranet. That's where the real power to enhance the user experience is. In order to take advantage of the concepts inherent in Library 2.0, all the advanced functionality and features of web 2.0 should be integrated into the content.

## Genesis of Library 2.0

The term "Library 2.0" was coined by Michael Casey on his blog Library Crunch as a direct spin-off of the terms Business 2.0 and Web 2.0. Casey suggested that libraries, especially public libraries, are at a crossroads where many of the elements of Web 2.0 have applicable value within the library community, both in technology-driven services and in non-technology based services. In particular, he described the need for libraries to adopt a strategy for constant change while promoting a participatory role for library users.

Library 2.0 made its conference debut at Internet Librarian 2005 in October, 2005, when Michael Stephens of Saint Joseph County Public Library addressed the idea in relation to the typical library website.

---

\* **Librarian**, ITM UNIVERSE, Email: pawansharma0927@gmail.com

\*\* **Reader**. Deptt. of Lib. & Inf. Sc, Jiwaji University, Gwalior(M.P.)

A September, 2006, article in *Library Journal*, titled "Library 2.0: Service for the next-generation library," begins by expressing the benefit of Library 2.0 to library administrators and taxpayers as providing "more efficient ways of delivering services to achieve greater returns on financial investments." The article continued by asserting that the much discussed Library 2.0 is important for librarians as it may radically change our customer service and interaction.

With Library 2.0, library services are frequently evaluated and updated to meet the changing needs of library users. Library 2.0 also calls for libraries to encourage user participation and feedback in the development and maintenance of library services. The active and empowered library user is a significant component of Library 2.0. With information and ideas flowing in both directions – from the library to the user and from the user to the library – library services have the ability to evolve and improve on a constant and rapid basis. The user is participant, co-creator, builder and consultant – whether the product is virtual or physical (**Library 2.0**).

### **Definition of Library 2.0**

Library 2.0 is a model for library service that reflects a transition within the library world in the way that services are delivered to library users. This redirection will be especially evident in electronic offerings such as OPAC configuration, online library services, and an increased flow of information from the user back to the library. The concept of Library 2.0 borrows from that of Web 2.0 and follows some of the same philosophies. Ultimately the Library 2.0 model for service will replace outdated, one directional service offerings that have characterized libraries for centuries.

*Casey (2005)* Comments that Library 2.0 sees the reality of our current user-base. It seeks to do this through three-part approach- reaching out to new users, inviting customer participation, and relying on constant change. Much of this is made possible thanks to new technologies, but the services will only be partially tech-based. L2 is, to him, a service philosophy build upon three things, a willingness to change and try new things; a willingness to constantly re-evaluate our service offering, and finally, a willingness to look outside our own world for solutions, be they technology- driven or not. The whole 2.0 thing, in general, seems to be about using the hive mind and the affordances of technology to synthesize newer, better and more useful systems that then become available for everyone. The idea of Library 2.0 represents a significant paradigm shift in the way we view library services. It's about a seamless user experience, where usability, interoperability, and flexibility of library systems is key. It is about the library being more present in the community through programming, community building ( both online and physical),and outreach via, technology (IM, screen casting, blogs, wikis, etc. ). It is about allowing user participation through writing reviews and tagging in the catalog and making their voice heard through blogs and wikis. It is about making the library more transparent through its Web presence and its physical design. One need to make the library human, ubiquitous, and user-centered. This involves a change in our systems.

Library 2.0 simply means making one's library's space (virtual and physical) more

interactive, collaborative, and driven by community needs. Examples of where to start include blogs, and collaborative photo sites. The basic objective is to get people back into the library by making the library relevant to what they want and need in their daily lives.

I have tried to define Library 2.0 for myself. I see it as:

Working to meet changing user needs - get to know your users and non-users, develop a culture of assessment, examine any and all assumptions about how services and systems should "be", visiting other libraries and remembering what it is to be a patron, and then changing once you've figured it all out.

Believing in our users - trusting them, listening to them, giving them a role in helping to define library services for the future

Getting rid of the culture of perfect - being able and willing to experiment, learning from failure, being agile as an organization, continuously improving services based on feedback rather than working behind the scenes for ages to create the "perfect" product or service

Being aware of emerging technologies and opportunities - looking for partnerships in your community or with other libraries, being aware of library and technology trends, giving staff time to try out new technologies and learn

Looking outside of the library world for applications, opportunities, inspiration - understanding the culture of the technologies and how they are used by the public, seeing how technologies are implemented in non-profit and for-profit institutions.

## **Features of Library 2.0**

In library 2.0 model library service are frequently evaluated and updated to need the changing needs of library users.

Library 2.0 calls for libraries to encourage users participations and feedback in the development and maintenance of library serves.

This model requires active empowerment of library user.

Information and ideas flow in both directions from library to the user and from user to the library

Library services have the ability to evolve and improve on a constant and rapid basis

The user is participant, co-creator, builder and consultant whether the product is virtual and physical.

Library 2.0 helps to library user to harness in both design and implementation

of services.

Library user can be able to craft and modify library provided services.

User harvests and integrates ideas and products from peripheral fields into library service models.

User continues & to examine and improve services.

Continuous evaluation is a key component of library 2.0. Directors are urged to create separate investigative, planning, and reviewing teams to monitor new services constantly and fine tune them when needed. The new services and charges must be familiar. They include blogs, RSS feeds, chat IMS, wikis, my space, facebook, netflix, and flickr.

It is user-centered, multimedia, socially rich and communally innovative.

It takes the form of user feedback, user reviews, and user-crafted social networks.

It depends on high level of user participation to expand the value of the product.

### **Benefits of Library 2.0**

With Library 2.0, library services are frequently evaluated and updated to meet the changing needs of library users. Library 2.0 also calls for libraries to encourage user participation and feedback in the development and maintenance of library services. The active and empowered library user is a significant component of Library 2.0. With information and ideas flowing in both directions- from the library to the user and from the user to the library – library services have the ability to evolve and improve on a constant and rapid basis. The user is participant, co-creator, builder and consultant- whether the product is virtual or physical. Thus the following are the benefits of 2.0.

Library 2.0 library services are constantly updated and revaluated to provide best service library users.

Library 2.0 attempts to harness the library user in the design and implementation of library services by encouraging feedback and participation.

Library 2.0 model ultimately replace traditional one-directional service offering that have characterized libraries for centuries.

Library 2.0 benefits to library administrators and taxpayers as providing more efficient ways of delivering services to achieve greater returns on financial investments.

Library 2.0 is important for librarians to become involved in as it may radically change the customer service and interaction.

## Key principles

[Browser](#) + Web 2.0 Applications + Connectivity = Full-featured [OPAC](#)

Harness the library user in both design and implementation of services

Library users should be able to craft and modify library provided services

Harvest and integrate ideas and products from peripheral fields into library service models

Continue to examine and improve services and be willing to replace them at any time with newer and better services (**Library 2.0**)

## Tool and Techniques

A theory for Library 2.0 could be understood to have these four essential elements:

**It is user-centered.** Users participate in the creation of the content and services they view within the library's web-presence, OPAC, etc. The consumption and creation of content is dynamic, and thus the roles of librarian and user are not always clear.

**It provides a multi-media experience.** Both the collections and services of Library 2.0 contain video and audio components. While this is not often cited as a function of Library 2.0, it is here suggested that it should be.

**It is socially rich.** The library's web-presence includes users' presences. There are both synchronous (e.g. IM) and asynchronous (e.g. wikis) ways for users to communicate with one another and with librarians.

**It is communally innovative.** This is perhaps the single most important aspect of Library 2.0. It rests on the foundation of libraries as a community service, but understands that as communities change, libraries must not only change with them, they must allow users to change the library. It seeks to continually change its services, to find new ways to allow communities, not just individuals to seek, find, and utilize information.

Library 2.0 is a user-centered virtual community. It is a socially rich, often egalitarian electronic space. While Librarian 2.0 might act as a facilitator and provide support, he or she is not necessarily primarily responsible for the creation of the content. Users interact with and create resources with one another and with librarians. In some ways, it is a virtual reality for libraries, a Web manifestation of the library as place. A library's presence on the Web in Library 2.0 includes the presence of that library's constituency and utilizes the same applications and technologies as its community, a concept **Habib (2006)** recognizes in a very useful model for Library 2.0 in regards to academic libraries.

While these conceptual tenets of Library 2.0 might be rather dependable, envisioning the technological specifics of the next generation of electronic library services is at once both fraught with inevitable error and absolutely necessary. The details of how

the applications so common to Web 2.0 will continue to evolve, and how libraries might utilize and leverage them for their patrons, are inherently hidden--they are wholly about innovation. But the conceptual underpinning of a library's web-presence and how it must evolve into a multi-media presence that allows users to be present as well, both with the library or librarian and with one another, are clearly in need of development. The following prognostications are, then, more speculative than predictive. They are meant to conceptually explore and provide context to the relationship between the evolving Web and the evolving library, as outlined above, as a means to facilitate innovation and experimentation in library electronic services, and this list is by no means comprehensive.

### **Synchronous Communication**

This technology has already been embraced quite rapidly by the library community. More widely known as instant messaging (IM), it allows real-time text communication between individuals. Libraries have begun employing it to provide "chat reference" services, where patrons can synchronously communicate with librarians much as they would in a face-to-face reference context.

Many might consider IM a Web 1.0 technology, as its inception predates the technology market crash and it often requires the downloading of software, whereas most 2.0 applications are wholly web-based. It is here considered 2.0 as it is consistent with the tenets of Library 2.0: it allows a user presence within the library web-presence; it allows collaboration between patrons and librarians; and it allows a more dynamic experience than the fundamentally static, created-then-consume nature of 1.0 services. It is also considered 2.0 as it is becoming a more web-based application, and the software used by chat reference services is usually much more robust than the simplistic IM applications that are so popular (they often allow co-browsing, file-sharing, screen-capturing, and data sharing and mining of previous transcripts).

The future of these technologies in the library arena is interesting. By providing this interactive Web service, libraries have positioned themselves to adopt its successors quickly and expertly. Already the text-based nature of IM applications is changing into a more multi-media experience, where audio and video messaging is becoming more common. Even as they provide more multi-sensory experiences, they will become ubiquitous, available throughout the library's web-presence. Already libraries are placing links to their chat reference services within resources themselves, such as at the article level in subscription databases. Much as a patron in a physical library is almost by definition never far from a librarian, chat reference becoming more pervasive could provide a similar circumstance in the world of the Web. The time is perhaps not far away when chat reference can take place within the framework of the library network, providing a more seamless experience.

Further, it is conceivable that should a user allow such a service, these chat reference services can be prompted when certain user seeking behaviors are detected. For instance, as a user browses through certain resources, repeating steps and moving cyclically through a classification scheme or series of resources, a synchronous

messaging service could be prompted to offer assistance. The physical counterpart to this is of course a patron wandering in book stacks, and a librarian, sensing their aimlessness, offering help. Library 2.0 will know when users are lost, and will offer immediate, real-time assistance.

Libraries may do well to continue adopting this technology as it evolves, as it allows reference services in an online media to closely approximate the more traditional services of the physical library. The time will almost certainly soon come when Web reference is nearly indistinguishable from face-to-face reference; librarians and patrons will see and hear each other, and will share screens and files. In addition, the transcripts these sessions already provide will serve library science in ways that face-to-face reference never did. For the first time in the history of libraries, there will be a continuously collected transcription of the reference transaction, always awaiting evaluation, analysis, cataloging, and retrieval for future reference.

## **Content Delivery**

### **Streaming Media**

The streaming of video and audio media is another application that many might consider Web 1.0, as it also predates Web 2.0 thinking and was widely employed before many of the following technologies had even been invented. But for reasons similar to synchronous messaging, it is here considered 2.0. Certainly, for libraries to begin maximizing streaming media's usefulness for their patrons, 2.0 thinking will be necessary.

As mentioned, library instruction delivered online has begun incorporating more interactive, media-rich facets. The static, text-based explanation coupled with a handout to be downloaded is being supplanted by more experiential tutorials. The Association of College and Research Libraries' Instruction Section provides a database of tutorials, many of which are Web 2.0 in their nature, called *Peer Reviewed Instructional Materials Online (PRIMO)*.

Many of these tutorials use Flash programming, screen-cast software, or streaming audio or video, and couple the media presentation with interactive quizzing; users respond to questions and the system responds in kind. These tutorials are perhaps the first of library services to migrate into more the more socially rich Web 2.0. Most, if not all, however, do not generally provide a means by which users can interact with one another, nor directly with librarians. This fact marks a possible potential for the continued development of these tutorials. These could take the form of multi-media chat rooms or wikis, and users will interact with one another and the learning object at hand, much as they would in a classroom or instruction lab.

Another implication of streaming media for libraries is more along the lines of collections instead of services. As media is created, libraries will inevitably be the institutions responsible for archiving and providing access to them. It will not be enough to simply create "hard-copies" of these objects and allow users to access them within the confines of the library's physical space, however. Media created by the

Web on the Web belongs on the Web, and libraries are already beginning to explore providing such through digital repository applications and digital asset management technologies. Yet these applications are generally separate from the library's catalog, and this fracture will need to be mended. Library 2.0 will show no distinction between or among formats and the points at which they may be accessed.

### **RSS Feeds**

**RSS Feeds** and other related technologies provide users a way to syndicate and republish content on the Web. Users republish content from other sites or blogs on their sites or blogs, aggregate content on other sites in a single place, and ostensibly distill the Web for their personal use. Such syndication of content is another Web 2.0 application that is already having an impact on libraries, and could continue to do so in remarkable ways.

Already libraries are creating RSS feeds for users to subscribe to, including updates on new items in a collection, new services, and new content in subscription databases. They are also republishing content on their sites. **Varnum (2006)** provides a blog that details how libraries use RSS feeds for patron use.

But libraries have yet to explore ways of using RSS more pervasively. A new product from a company called BlogBridge, BlogBridge: Library (BBL), "is a piece of software that you can install on your own server, inside your firewall. It's not the content of the library (the books), it's the software to organize the library (the building)." While BBL's potential for libraries has yet to be determine due to its being brand new, it is conceivable that this syndication will replace browsing and searching through library websites for content. BBL and similar RSS aggregator applications, installed in a library's system and coupled with the social network of the library, will enable users to have a single, customized, personal library page that syndicates all the library content of interest to them and their research, eliminating irrelevant information. And users will, of course, control that page and that content.

### **SMS Enquiry Service**

Short Message Service (SMS) is a mechanism of delivery of short messages over the Mobile networks. The SMS enquiry services in a library allow patrons to use their mobile Phones to SMS their inquiries to the library. The reference staff deployed to attend to such queries can respond immediately with answers or with links to more in-depth Answers.

### **Collaborative Publishing Tools**

#### **Blogs and Wikis**

Blogs and wikis are fundamentally 2.0, and their global proliferation has enormous implications for libraries. Blogs may indeed be an even greater milestone in the history of publishing than web-pages. They enable the rapid production and consumption of Web-based publications. In some ways, the copying of printed



material is to web-pages as the printing press is to blogs. Blogs are HTML for the masses.

The most obvious implication of blogs for libraries is that they are another form of publication and need to be treated as such. They lack editorial governance and the security this provides, but many are nonetheless integral productions in a body of knowledge, and the absence of them in a library collection could soon become unthinkable. This will, of course, greatly complicate collection development processes, and the librarian will need to exercise a great deal of expertise and fastidiousness when adding a blog to a collection (or, perhaps, an automated blog-collection development system). Or, perhaps the very notions of "reliable" and "authoritative", so important to collection development, will need to be rethought in the wake of this innovation.

Wikis are essentially open web-pages, where anyone registered with the wiki can publish to it, amend it, and change it. Much as blogs, they are not of the same reliability as traditional resources, as the frequent discussions of **Wikipedia** (an online encyclopedia where any registered user can write, amend or otherwise edit articles) in the library world well note; but this of course does not eliminate their value, it merely changes librarianship, complicates collection development and information literacy instruction. The lack of peer review and editorship is a challenge to librarians, not in that users should avoid wikis, but only in that they should understand and be critical in depending on them. Wikis as items in a collection, and the associated instruction of users in the evaluation of them, are almost certainly part of the future of libraries.

In addition, a library wiki as a service can enable social interaction among librarians and patrons, essentially moving the study group room online. As users share information and ask questions, answer questions, and librarians do the same within a wiki, a record of these transactions is archived perhaps for perpetuity. And these transcripts are in turn resources for the library to provide as reference. Furthermore, wikis and blogs will almost certainly evolve into a more multi-media environment as well, where both synchronous and asynchronous audio and video collaborations will take place. Blogs are new forms of publication, and wikis are new forms of group study rooms.

Ultimately, blogs and wikis are relatively quick solutions for moving library collections and services into Web 2.0. This beginning of Library 2.0 makes collections and services more interactive and user-centered, enable information consumers to contact information producers and become co-producers themselves. It could be that Library 2.0 blurs the line between librarian and patron, creator and consumer, authority and novice. The potential for this dramatic change is very real and immediate, a fact that places an incredible amount of importance on information literacy. In a world where no information is inherently authoritative and valid, the critical thinking skills of information literacy are paramount to all other forms of learning.

### **Collaborative Service Platforms**

## Social Networks

Social networks are perhaps the most promising and embracing technology discussed here. They enable messaging, blogging, streaming media, and tagging, discussed later. **Myspace, FaceBook, Del.icio.us, Frappr, and Flickr** are networks that have enjoyed massive popularity in Web 2.0. While MySpace and FaceBook enable users to share themselves with one another (detailed profiles of users' lives and personalities), Del.icio.us enables users to share Web resources and Flickr enables the sharing of pictures. Frappr is a bit of a blended network, using maps, chat rooms, and pictures to connect individuals.

Other social networks are noteworthy as well. **Library Thing** enables users to catalog their books and view what other users share those books. The implications of this site on how librarians recommend reading to users are apparent. LibraryThing enables users, thousands of them potentially, to recommend books to one another simply by viewing one another's collections. It also enables them to communicate asynchronously, blog, and "tag" their books.

It does not require much imagination to begin seeing a library as a social network itself. In fact, much of libraries' role throughout history has been as a communal gathering place, one of shared identity, communication, and action. Social networking could enable librarians and patrons not only to interact, but to share and change resources dynamically in an electronic medium. Users can create accounts with the library network, see what other users have in common to their information needs, recommend resources to one another, and the network recommends resources to users, based on similar profiles, demographics, previously-accessed sources, and a host of data that users provide. And, of course, these networks would enable users to choose what is public and what is not, a notion that could help circumvent the privacy issues Library 2.0 raises and which **Litwin (2006)** well enumerates.

Of all the social aspects of Web 2.0, it could be that the social network and its successors most greatly mirror that of the traditional library. Social networks, in some sense, are Library 2.0. The face of the library's web-presence in the future may look very much like a social network interface.

## Tagging

Tagging essentially enables users to create subject headings for the object at hand. As **Shanhi (2006)** describes, tagging is essentially Web 2.0 because it allows users to add and change not only content (data), but content describing content (metadata). In Flickr, users tag pictures. In Library Thing, they tag books. In Library 2.0, users could tag the library's collection and thereby participate in the cataloging process.

Tagging simply makes lateral searching easier. The often-cited example of the U.S. Library of Congress's Subject Heading "cooking," which no English speaker would use when referring to "cookbooks," illustrates the problem of standardized classification. Tagging would turn the useless "cooking" to the useful "cookbooks" instantaneously, and lateral searching would be greatly facilitated.

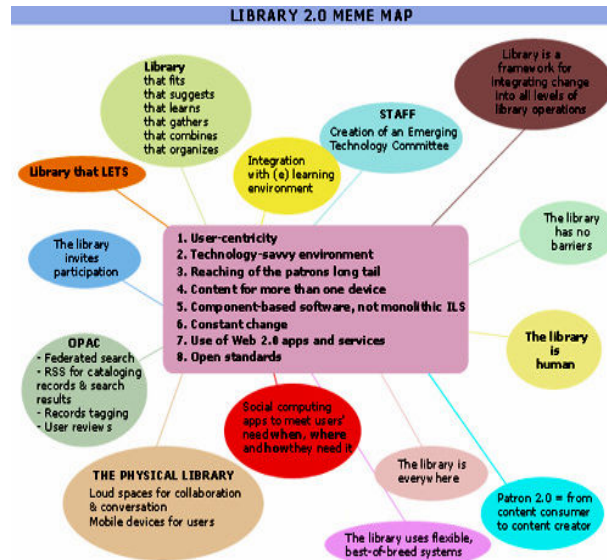
Of course, tags and standardized subjects are not mutually exclusive. The catalog of Library 2.0 would enable users to follow both standardized and user-tagged subjects; whichever makes most sense to them. In turn, they can add tags to resources. The user responds to the system, the system to the user. This tagged catalog is an open catalog, a customized, user-centered catalog. It is library science at its best.

### Hybrid Applications, Programs and Programming Tools

Mashups, Ajax, API and Library toolbar are applications that can be deployed effectively to implement Library 2.0 features into a traditional library.

### Library 2.0 map

Source: (<http://www.flickr.com/photos/42538191@N00/113222147/>)



### Transformation from Library 1.0 to Library 2.0

In terms of library services, we can compare the library 1.0 with library 2.0 as follows:

Library 1.0 Services and Applications	Library 2.0 Services and Applications
Digital reference service (email-based)	Real-time reference service using Instant Messaging
Selective Dissemination of Information (SDI)	Personalization (RSS Feeds, HTML Feeds)
Text-based tutorials	Multi Media Based Tutorials
Mailing Lists, Listservs Catalogue of reliable subscribed print or electronic collections	Blogs and Wikis Catalogue of reliable subscribed print or electronic collections as well as web pages, blogs, wikis, etc.
OPAC	Personalized social network infrastructure
Controlled classification schemes	Tagging
Encyclopedia	Wikipedia
Content Management System	Wikis, Wikipedia

Information as commodity	Information as Conversations
Integrated Library System as core operation	User services as core operation
Address books, Contact lists	Online social networks
Authenticated and validated print and e-resources	Resources created by people through their collective intelligence on blogs and wikis
Delivery mechanism: Library (physical) +Internet	Delivery through Internet using wikis, blogs, etc.

## References

1. Library 2.0, Wikipedia, The Free Encyclopedia, Retrieved online on 01 May 2009 at [http://en.wikipedia.org/wiki/Library\\_2.0](http://en.wikipedia.org/wiki/Library_2.0).
2. Library 2.0, Wikipedia, The Free Encyclopedia, Retrieved online on 01 May 2009 at [http://en.wikipedia.org/wiki/Library\\_2.0#Key\\_principles](http://en.wikipedia.org/wiki/Library_2.0#Key_principles)
3. Casey, M. (2006a). Born in the biblioblogosphere. Library Crunch, January 3, 2006. Accessed online on May 01, 2009. <http://www.librarycrunch.com/2006/01/.html>
4. Casey, M. (2006b). LibraryCrunch: bringing you a library 2.0 perspective. Accessed online on May 18, 2006, from <http://www.librarycrunch.com/>
5. Crawford, Walt. (2006). "Library 2.0 and 'Library 2.0'" Cites and Insights, 6, 2. Accessed online on June 10, 2006, from <http://cites.boisestate.edu/civ6i2.pdf>
6. FaceBook. Accessed online on May 01, 2009, from <http://www.facebook.com/>
7. Flickr. Accessed online on May 01, 2009, from <http://www.flickr.com/>
8. Frappr. Accessed online on May 01, 2009, from <http://www.frappr.com/>
9. Habib, M. (2006). Conceptual model for academic library 2.0. Michael Habib's weblog on library and information science. Accessed online on May 01, 2009, from <http://mchabib.blogspot.com/2006/06/conceptual-model-for-academic-library.html>
10. LibraryThing. Accessed online on May 01, 2009, from <http://www.librarything.com/>
11. MySpace. Accessed May 01, 2009, from <http://www.myspace.com/>
12. Peer Reviewed Instructional Materials Online (PRIMO). Accessed online on May 01, 2009, from <http://www.ala.org/ala/acrlbucket/is/iscommittees/webpages/htm>
13. Retrivr. (2006). Accessed online on June 10, 2006, from <http://labs.systemone.at/retrivr/>
14. RSS (file format). Wikipedia article. Accessed online on May 01, 2009, from [http://en.wikipedia.org/wiki/RSS\\_\(protocol\)](http://en.wikipedia.org/wiki/RSS_(protocol))
15. Shanhi, R. (2006). Web 2.0: data, metadata, and interface. Accessed online on May 01, 2009 from [http://www.rashmisinha.com/archives/05\\_08/web2-data-metadata-interface.html](http://www.rashmisinha.com/archives/05_08/web2-data-metadata-interface.html)
16. Varnum, K. (2006). RSS4Lib: Innovative ways libraries use RSS. Accessed online on May 01, 2009 from <http://blogs.fletcher.tufts.edu/rss4lib/>
17. WikiBios. Accessed online on May 01, 2009, from <http://www.wikibios.com/>
18. Wikipedia. Accessed online on May 01, 2009, from [www.wikipedia.com/](http://www.wikipedia.com/)

# ग्रन्थालयों में परिवर्तन प्रबंधन (Change Management): एक विवेचनात्मक अध्ययन

डॉ. रामगोपाल गर्ग \*

## सार संक्षेप (Abstract)

पुस्तकालय एवं सूचना केन्द्र एक जटिल प्रबंधकीय संस्था माने जाते हैं, कारण स्पष्ट है कि इनमें संचरण (Circulation), प्राप्ति (Acquisition), तकनीकी कार्य (Technical treatment), कम्प्यूटराइजेशन, नेटवर्किंग जैसे जटिल कार्य संपादित किये जाते हैं, जिनकी प्रकृति परिवर्तनकारी है, उपकरणों एवं तकनीक (Tools and Techniques) के लगातार परिवर्तन से स्थायी या परंपरागत प्रबंधन तकनीकों द्वारा समाधान प्राप्त नहीं किया जा सकता। परिवर्तन प्रबंधन (Change Management) इन्हीं बदलते परिदृश्यों का समाधान है, ताकि संस्था की प्रासंगिकता सदैव बनी रहे। प्रस्तुत आलेख इन्हीं बाह्य एवं आंतरिक परिवर्तनों की प्रकृति, कारण एवं समाधान पर प्रकाश डालता है, एवं पुस्तकालय कर्मियों के प्रबंधकीय कौशल का एक नया दृष्टिकोण प्रस्तुत करता है।

**Key words:** Change Management, RACI Model, Adaptive change, innovative change, positive and Negative Forces

## प्रस्तावना (Introduction)

परिवर्तन प्रकृति का शाश्वत नियम है, एक संस्था के संदर्भ में परिवर्तन के अनेक आयाम हो सकते हैं, समाज की परिवर्तित आवश्यकताएँ, कार्ययोजनाओं के क्रियान्वयन की बदलती तकनीकों एवं उपकरणों के कारण प्रबंधन में लगातार परिवर्तन की आवश्यकता महसूस की जाती है, यह परिवर्तन कार्य योजना, क्रियान्वयन, संगठन, उपकरण से संबंधित हो सकते हैं।

वर्तमान परिदृश्य में परिवर्तन प्रबंधन (change management) एक विशिष्ट प्रबंधन कला के रूप में सामने आया है, जिसमें परिवर्तनों के क्षेत्र एवं विकास को नवीन योजनाओं के अनुरूप संस्था की प्रबंधन आवश्यकताओं हेतु प्रयोग में लाया जाता है।

वैश्विक उदारीकरण एवं तीव्र आर्थिक विकास के इस दौर में तकनीकों उपकरणों एवं उपयोगकर्ताओं की आवश्यकताओं में निरंतर परिवर्तन हो रहा है। इसी अनुपात में संस्थाओं को अपने प्रबंधन कौशल में परिवर्तन करने की आवश्यकता होती है, क्योंकि स्थायी प्रबंधन तकनीकों द्वारा बदलते परिदृश्य की चुनौतियों का सामना नहीं किया जा सकता, अतः परिवर्तन प्रबंधन को एक प्रमुख विषय के रूप में प्रबंधन विषय में विशिष्ट स्थान प्रदान किया जा रहा है।

लीसा कुद्रे (Lisa Kudray) एवं ब्रायन ल्यूयर (Klueir)<sup>3</sup> के अनुसार “परिवर्तन प्रबंधन एक सतत प्रक्रिया है, जो किसी संस्था के बाजार मूल्य को अन्य प्रतिस्पर्धियों की तुलना में अधिक जिम्मेदार एवं प्रभावी बनाती है”।

सरल शब्दों में इसे परिवर्तनों के प्रबंधकीय निदान की प्रक्रिया (Task of managing change) कहा जा सकता है।

## पुस्तकालयों में परिवर्तन प्रबंधन के क्षेत्र

पुस्तकालयों के विशेष संदर्भ में ‘परिवर्तन प्रबंधन का एक विशेष महत्व है क्योंकि प्रबंधन के परिप्रेक्ष्य में इन्हें एक जटिल संस्था माना जाता है। कारण स्पष्ट है कि एक पुस्तकालय में अवयव (Components), सेवाएँ (Services), कर्मचारी गण (Staff), उपयोगकर्ता (Users) तकनीकें (Techniques) आंतरिक व बाह्य परिवर्तन (Internal and External Changes) लगातार होते रहते हैं।

\*विभागाध्यक्ष, ग्रन्थालय एवं पुस्तकालय विज्ञान, अध्ययनशाला विश्वविद्यालय ग्रन्थालयी (प्रभारी) केन्द्रीय ग्रन्थालय जीवाजी विश्वविद्यालय, ग्वालियर

इन परिवर्तनों को समय के अनुरूप प्रबंधन में नियंत्रित न किया जाये तो पुस्तकालय की गुणवत्ता उपयोगिता एवं प्रासंगिकता को खतरा उत्पन्न हो सकता है, इन समस्याओं का प्रबंधकीय निदान 'परिवर्तन प्रबंधन' में निहित है।

पुस्तकालयों के प्रबंधन में निम्न क्षेत्रों में इस परिवर्तन प्रबंधन का विशेष उपयोग किया जा सकता है, जो निम्नानुसार है :-

- (अ) नवीन तकनीकों के उपयोग के क्षेत्र में (use of technology)
- (ब) पुस्तकालयों की आंतरिक विविधता के क्षेत्र में (Internal diversity)
- (स) पुस्तकालयों के उपयोगकर्ताओं की परिवर्तित सूचना आवश्यकताओं के क्षेत्र में
- (द) पुस्तकालय कर्मियों की परिवर्तित अपेक्षाओं एवं आवश्यकताओं के क्षेत्र में
- (इ) सूचनाओं के परिवर्तित परिदृश्य के क्षेत्र में
- (फ) पुस्तकालयों में सहभागिता एवं अन्य संस्थाओं से समन्वय स्थापित करने के क्षेत्र में
- (ग) सूचना के क्षेत्र में आकस्मिक परिवर्तनों के अनुरूप पुस्तकालयों को तालमेल स्थापित करने के क्षेत्र में संभवतः पुस्तकालय एवं सूचना केन्द्रों में परिवर्तन की लगातार बढ़ती आवश्यकताओं के कारण प्रबंधन के इस विशेष कौशल (Skill) का सर्वाधिक लाभ अर्जित किया जा सकता है।

### परिवर्तन के प्रकार (Types of Changes)

टैरी सी कार्सन (Terry C. Carson) (1999)<sup>4</sup> के अनुसार परिवर्तन के निम्न प्रकार हो सकते हैं :-

**अनुकूलनीय परिवर्तन (Adaptive Change)**— इस प्रकार के प्रबंधकीय परिवर्तन सामान्य परिवर्तनों की श्रेणी में आते हैं, जो किसी दबाव अथवा आकस्मिक परिस्थितियों के कारण न होकर, संस्था को बदलते परिदृश्य के अनुकूल परिवर्तित करने हेतु किये जाते हैं।

**अभिनव परिवर्तन (Innovative Change)**— यह प्रबंधकीय परिवर्तन नवीन एवं रचनात्मक गतिविधियों से निर्मित होते हैं, अभिनव परिवर्तन कई बार संगठन में अज्ञात भय एवं अनिश्चितता का वातावरण पैदा कर सकते हैं, फिर भी प्रतिस्पर्धा के इस कठिन दौर में यह अभिनव प्रबंधकीय प्रयोग सफल होने पर संस्था को स्थापित करने में मदद करते हैं।

**मूलतः अभिनव परिवर्तन (Radically Innovative change).** इस प्रकार के परिवर्तन संस्था में एक भय का वातावरण भी निर्मित कर सकते हैं, जिसमें प्रबंधकीय ढांचे में आमूलचूल अभिनव परिवर्तन कर दिये जाते हैं, अधिकांशतः इस तरह के परिवर्तनों का संस्था में विरोध भी किया जा सकता है, अतः इस प्रकार के प्रबंधकीय परिवर्तन एक दीर्घ समयावधि की कार्य योजना के पश्चात् ही क्रियान्वित किये जाते हैं, ताकि संगठन एवं कर्मचारियों को नवीन प्रबंधकीय योजनाओं के अनुरूप तालमेल स्थापित करने में समस्या उत्पन्न न हो।

एक अन्य वर्गीकरण के अनुसार परिवर्तन प्रबंधन (Change Management) दो प्रकार के हो सकते हैं :-

### प्रतिक्रियाशील परिवर्तन (Reactive Change)

इस प्रकार के प्रबंधकीय परिवर्तन आकस्मिक अथवा अनियोजित घटनाओं की प्रतिक्रियास्वरूप किये जाते हैं।

### नियोजित परिवर्तन (Planned change)

यह प्रबंधकीय परिवर्तन एक पूर्व कार्य योजना के अनुरूप जानबूझ कर किये जाते हैं, यह परिवर्तन एक समूची संस्था अथवा उसके किसी एक घटक पर कार्यान्वित किये जा सकते हैं। इस प्रकार के प्रबंधकीय परिवर्तन का केन्द्र प्रक्रिया (Process)] व्यक्ति (People)] तकनीक (Technology) एक परियोजना दल (Project Team), एक विभाग (Department) हो सकता है: जहां आवश्यकता के

अनुरूप परिवर्तन की संभावना है।<sup>1</sup>

### परिवर्तन प्रबंधन की प्रक्रिया (Process of Change Management)

कैथेराइन स्मिथ (Catherine Smith, 1998)<sup>6</sup> के अनुसार “परिवर्तन की शुरुआत किसी विशिष्ट उद्देश्य, जिसे प्रायः दूरदृष्टि (Vision) कहा जाता है, की पूर्ति हेतु की जाती है, अथवा यह परिवर्तन उद्देश्य एवं प्राप्त लक्ष्य के बीच के अंतर में निहित होता है।

प्रबंधन में परिवर्तन की प्रक्रिया के निम्न चार चरण होते हैं:—

#### नियोजन (Planning)

परिवर्तनीय प्रबंधन के इस प्रथम चरण में प्रबंधकीय आवश्यकताओं का निर्धारण किया जाता है, तथा इसके क्रियान्वयन हेतु परिवर्तन प्रबंधन दल का गठन एवं एक विस्तृत कार्य योजना बनाई जाती है।

#### क्रियान्वयन एवं प्रबंधन (Implementation and Management)

नियोजन के पश्चात् आवश्यक प्रबंधकीय परिवर्तनों को साकार रूप प्रदान करने का कार्य किया जाता है, जिसमें परिवर्तन संबंधी नीतियों का क्रियान्वयन, प्रबंधन, नियंत्रण एवं अनुरक्षण हेतु विस्तृत कार्यावली तैयार की जाती है, ताकि परिवर्तनों को सूचारु रूप से संगठन की एक प्रक्रिया का रूप प्रदान किया जा सके।

#### नियंत्रण एवं संचालन हेतु उपकरणों एवं तकनीक (Tools and Techniques) का विकास

परिवर्तित प्रबंधकीय व्यवस्था के सुचारु संपादन हेतु उपयुक्त नियंत्रण, संचालन एवं निगरानी तंत्र व उपकरणों का विकास अत्यंत आवश्यक है, यह उपकरण ही परिवर्तन की मात्रा एवं गुणवत्ता के मापन में सहायक सिद्ध होते हैं, एवं प्रबंधन की वास्तविक वस्तुस्थिति का अनुमान भी देते हैं।

#### नियंत्रण एवं संचालन (Controlling and administration)

इस अत्यंत महत्वपूर्ण चरण में नियंत्रण, संचालन एवं निगरानी का सतत् अध्ययन किया जाता है, ताकि उपयुक्त परिवर्तन से अभीष्ट लक्ष्य की प्राप्ति की जा सके, इस हेतु स्मिथ (Smith) का विचार है कि, परिवर्तन प्रबंधन दल को लगातार अपनी आखें एवं कानों को खुला रखना चाहिये, ताकि परिवर्तन की दिशा को लक्ष्य से समन्वित किया जा सके, यह तथ्य हमेशा परिवर्तन का केन्द्र होना चाहिये।

#### परिवर्तन के आवेग (Forces to change)

परिवर्तन प्रबंधन में सकारात्मक एवं नकारात्मक आवेगों (Forces) का विशेष महत्व है, जिनके सतत् अध्ययन व विश्लेषण द्वारा परिवर्तनों को संस्था के अनुकूल किया जा सकता है, दोनों की प्रकार के आवेग संस्था में एक साथ संचरण कर सकते हैं, जो संस्था में प्रबंधकीय परिवर्तन करने हेतु प्रबंधन को बाध्य करते हैं, यह निम्नानुसार हो सकते हैं —

अनुकूल आवेग (Positive forces)	प्रतिकूल आवेग (Negative Forces)
1. व्यक्तिगत असंतुष्टी	1. कर्मचारियों में कार्य के दबाव का भय
2. कर्मचारियों की असंतुष्टी	2. कर्मचारियों की कमी एवं प्रबंधन का समयाभाव
3. नवीन तकनीक	3. प्रशिक्षित कर्मचारियों की नियुक्ति संबंधित समस्याएँ
4. उच्च स्तरीय प्रबंधन का दबाव	4. कर्मचारियों के प्रशिक्षण का अभाव
5. उपयोगकर्ताओं की शिकायतें	5. संसाधनों की कमी
6. प्रतिस्पर्धा का दबाव	6. संगठन में कर्मचारियों द्वारा अपेक्षित सहयोग का अभाव

#### परिवर्तन के प्रतिरोधक (Barriers/Resistance to change)

परिवर्तन प्रबंधन के व्यापक लाभ हैं, परंतु एक संस्था में इन परिवर्तनों को कई बार आशंका के रूप में भी देखा जाता है, इन प्रतिरोधकों पर प्रबंधन द्वारा लगातार नजर रखने की आवश्यकता होती है, यह परिवर्तन प्रतिरोधक निम्नानुसार हो सकते हैं:

1. परिवर्तन के प्रति प्रत्येक कर्मचारी के समर्पण का अभाव
2. अज्ञात भय
3. अनिश्चितता का भय
4. समकक्षों का दबाव
5. यथावत् स्थिति से संतुष्ट कर्मचारी
6. विशेष समूहों की पारंपरिक कार्यप्रणाली में व्यवधान का भय
7. परस्पर तालमेल एवं विश्वास का अभाव
8. अचानक किये जाने वाले परिवर्तनों का भय
9. परिवर्तन के प्रस्तुतीकरण में असंवेदनशील आचरण
10. परिवर्तन का अनुपयुक्त समय
11. असफलता का भय<sup>5</sup>

### परिवर्तन प्रबंधन हेतु आवश्यक प्रयास

कोटर (Kotter) एवं सिल सिंगर (Schleisinger) <sup>4</sup> के अनुसार परिवर्तन प्रबंधन में आने वाली बाधाओं से मुक्ति पाने के लिये निम्न बिन्दुओं पर एक प्रगामी दृष्टिकोण निर्मित करना चाहिये, जो इस प्रकार है –

1. शिक्षा एवं संचार (Education and communication) इस बिन्दु के अंतर्गत परिवर्तनों से सभी संबंधितों को शिक्षित करना, एवं इन्हें इन परिवर्तनों की तथ्यपरक सूचना प्रदान करना।
  2. सहभागिता एवं सहयोग (Participation and involvement) वांछित परिवर्तन कर्मचारियों की आपसी सहभागिता के अभाव में नहीं किये जा सकते, अतः उनकी सहभागिता हेतु वातावरण निर्माण का कार्य प्रबंधकीय जिम्मेदारी है।
  3. सुविधायें एवं सहयोग (Facilitation and support) इस बिन्दु के अन्तर्गत वांछित परिवर्तन हेतु संबंधितों को पर्याप्त सुविधायें उपलब्ध कराई जानी चाहिये, ताकि कर्मचारियों का वांछित सहयोग प्राप्त किया जा सके।
  4. परस्पर संवाद एवं सहमति (Negotiation and agreement) परिवर्तन प्रबंधन की प्रक्रिया को सुचारु रूप से चलाने के लिये आपसी सहमति एवं सतत् संवाद किया जाना चाहिये।
  5. समझौतावादी एवं सहयोजित दृष्टिकोण (Manipulation and cooption) – परिवर्तन हेतु आवश्यक समझौते एवं समन्वयवादी विचार रखने चाहिये ताकि परिवर्तन को संवेदनशील व मानवीय दृष्टिकोण प्रदान किया जा सके।
  6. स्पष्ट एवं अस्पष्ट बाध्यतायें (Explicit and Implicit Coercion) सभी संबंधित आवेगों (Forces) को विश्लेषित करते हुये परिवर्तन प्रबंधन में निर्णय लिये जाने चाहिये। ताकि समस्याओं में से स्पष्ट एवं अस्पष्ट बाध्यतायें समाप्त की जा सकें।
  - 7- परिवर्तन प्रबंधन के प्रारूप (Model change Management)
  8. रेसी (Raci) प्रारूप द्वारा संगठन में परिवर्तन की प्रक्रिया के दौरान उत्तरदायित्व एवं भूमिका का निर्धारण किया जाता है, ताकि परिवर्तन की प्रक्रिया में सभी संबंधितों की गतिविधियों का अध्ययन पूर्ण वैज्ञानिकता के साथ किया जा सके, इस प्रारूप के निम्न चार घटक हैं –
1. सक्रियता (Responsible) – वह व्यक्ति जिनसे इस प्रक्रिया में सर्वाधिक भागीदारी की उम्मीद की जाती है।



2. उत्तरदायी (Accountable) – सक्रिय सदस्यों के मध्य वह व्यक्ति जो संपूर्ण प्रक्रिया के लिये उत्तरदायी माना जा सके।
3. सलाहकार (Consulted) प्रारूप में जिनकी भूमिका तकनीकी सलाहकार की हो।
4. सूचना देना (Informed) संपूर्ण प्रारूप में सूचनाओं के संचार की जिम्मेदारी इन्हीं की होती है।
5. सहयोगी भूमिका (Supportive)– प्रक्रियाओं को संपादित करने हेतु इनकी भूमिका सहयोगी की होती है, जिससे बाधित कार्य को सहयोग के आधार पर आसान किया जा सके।

	Prog. Manager	PM Assistant	Board of Directors	Service Manager	Legal Advisor
प्रथम गतिविधि	R		A		
द्वितीय गतिविधि	A	R		S	C
तृतीय गतिविधि	RA		I		I
चतुर्थ गतिविधि	RA				C
पंचम गतिविधि	A				

R – Responsible  
 A – Accountable  
 C – Consulted  
 I – Informed  
 S – Supportive

(रेसी (RACI) प्रारूप का चित्र)

Source – <http://valuebasedmanagement.net><sup>7</sup>

प्रथम गतिविधि – संगठन की सभी प्रक्रियाओं का निर्धारण

द्वितीय गतिविधि – परिवर्तन में सभी की भूमिका का निर्धारण

तृतीय गतिविधि – प्रारूप में सभी की R, A, S, C, I भूमिका निर्धारण करना।

चतुर्थ गतिविधि – प्रारूप में सभी की एक जिम्मेदारी का आवश्यक रूप से निर्धारण करना।

पंचम गतिविधि – सभी की एक जिम्मेदारी की सुनिश्चितता से प्रक्रिया को अबाध गति से संपादित किया जा सकता है, इससे जिम्मेदारी के अधिग्रहण अथवा संशय का निवारण किया जा सकता है।

अतः रेसी (RACI) प्रारूप द्वारा परिवर्तन प्रबंधन की समूची प्रक्रिया को सुचारु रूप से संपादित करना आसान हो जाता है, इसमें यदि किसी प्रक्रिया में उत्तरदायित्व तय न करने से प्रबंधन बाधा उत्पन्न होती है, तो उस स्थान पर किसी अन्य व्यक्ति या संवैधानिक संस्था को उत्तरदायी बनाना चाहिये, ताकि प्रक्रिया में आ रही रिक्तता को समाप्त किया जा सके। प्रबंधन संस्थानों में यह प्रारूप सर्वाधिक प्रचलित है।

## उपसंहार

परिवर्तन प्रबंधन का यह आयाम किसी भी संगठन हेतु अत्यंत उपयोगी है, क्योंकि समय, तकनीक एवं प्राथमिकताओं के परिवर्तनों को स्थायी प्रबंधन तकनीकों से प्रासंगिक नहीं बनाया जा सकता, अतः परिवर्तन प्रबंधन की इस तकनीक का उपयोग पुस्तकालय जैसे जटिल संगठन में अत्यंत लाभकारी सिद्ध हो सकता है। एक पुस्तकालय में परिसंचरण (Circulation), प्राप्ति (Acquisition) तकनीकी प्रक्रियाओं (Technical Treatment)] संदर्भ सेवाओं (Reference services)] ओपेक सेवा (OPAC Service), स्वचालन (Automation) सहभागिता एवं नेटवर्किंग जैसे क्षेत्रों में परिवर्तन

प्रबंधन की प्रक्रियाओं का उपयोग कर पुस्तकालयों को प्रबंधकीय कौशल में निपुण बनाया जा सकता है।

#### संदर्भ सूची

1. Beers, S. (1979). The brain of the firm, Chichester, Wiley & Sons.
2. Carson, Terry C (1998), Organisational change and strategies for turbulent Environment. *Journal of Modern Business*, 21-26 p.
3. Kluiner, B and Kudray, L. (1997), Global trends in managing change. *Industrial Management* Vol. 39 (3), 18-21 p.
4. Kotter, J.P. and Schihnsinger, L.A. (1979). Choosing strategies for change. *Harward Business Review*, March-April, 1979.
5. Rye, Calin (2001), Change Management in Information Services, Koganpage.
6. Smith, Chatherine (1998). The Alchemy of change, bankers on line references.
7. Retrieved online on 15 August 2010 at <http://www.valuebasedmanagement.net>
8. Retrieved online on 15 August 2010 at <http://mhsc.org.uk>

## E-Marketing of information products and services: a changing scenario of libraries

P. S. Rajput\*, R.K. Sahu\*\* and Prof. J.N. Gautam\*\*\*

### Abstract

The present study is an attempt to know the definitions and concept of marketing. Discusses the e-marketing, marketing of Library information products and services, implementation of marketing in libraries, marketing process and promotional activities. Finally proposes a model of marketing process and highlights the suggestions for improvement of library information products and services.

**Keywords:** Marketing, Traditional Library, Marketing Information, Product and Services.

### Introduction

The main objectives of the libraries today are to obtain self-sufficiency in their resources and to provide an optimum level of services to reach more potential users and encourage the use of library resources. This naturally requires a shift from product or service orientation to customer or need orientation. Different marketing concepts provide libraries with the tools for collecting and analyzing useful data about information needs of customers, which assists in designing, developing and delivering appropriate services. Making the library indispensable has been called the secret to library marketing. It is important to clarify what marketing means in a library environment. Marketing is not so much about "selling" information products to researchers, as it is more about spreading the word about potentially useful new tools. It is keeping users informed about library activities and involving them in collection development<sup>1</sup>.

### Definition

The American Marketing Association (1985)<sup>2</sup> defined marketing management as "the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods services to create exchange that satisfy individual or organizational objectives".

Goldhor (1970)<sup>3</sup> defines, "Marketing as the process of creating value through the creation of time, place, place, and form utilities." According to Kotler<sup>4</sup> "Marketing is the analysis, planning, implementation and control of carefully formulated programs

---

\*Research Scholar, SOS Library and Information Science, Jiwaji University, Gwalior.

\*\*Librarian, Patel College of Science & Technology, Bypass Road, Ralamandal, Indore.

\*\*\*Professor, SOS Library and Information Science, Jiwaji University Gwalior (M.P.)

designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objects. It relies heavily on designing the organization's offering in terms of the target markets' needs and desires and on using effective pricing, communication, and distribution to inform, motivate, and service the markets." According to Kurtz<sup>5</sup>, "Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods, services, organization and events to create and maintain relationship that will easily individual and organizational objectives.

### Concept of Marketing in Library and Information Services

Marketing means working with markets to actualize potential exchange for the purpose of satisfying human needs. It is the process of planning and executing the conception, pricing, promotion and distribution of goods, services, and ideas to create exchange with target groups that satisfy customer and organization.

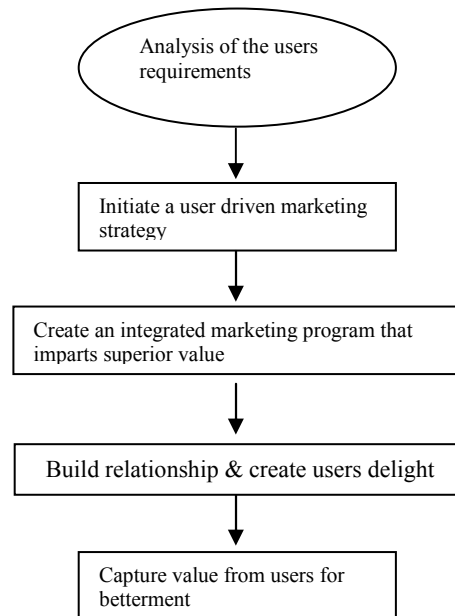
In terms of libraries, marketing means a sufficient change in the traditional attitude of librarians towards acquisition, organization, processing and retrieving information. The basis of library services should be to help its users to solve their information gathering and processing needs. The library can do this only if it relies on systematic information collection, procedures, and policies and adjusts its products, services and organizational policies and procedures to the demands of the users.

### Review of Literature

Various studies and surveys conducted, shows that the problems faced by the libraries in developing the information products and services. Pandya<sup>6</sup> conducted a survey of the M S University of Baroda to explore the feasibility of marketing library and information services and products. The findings of the survey reveal that almost all the respondents depend upon the library for satisfying their information requirements. More than 80% of the research scholars and 92% of the deposited members are ready to pay library membership fee on yearly basis, which indicates that money is not a constraint if quality services and products are provided on time. Kaur and Rani<sup>7</sup> discuss the attitude of the users towards the marketing of information services and products of university libraries. The finding of the survey reveals that 61% of the respondents are willing to pay for the developed information services and 57% for developed information products. Padmashree<sup>8</sup> initiated marketing of library services has now been recognized as an essential agenda item for almost all kinds of libraries all libraries over the world. In this perspective, how it was achieved in NSDRC is explained. Vaishnav<sup>9</sup> explains a case study of Dr. Babasaheb Ambedkar Marathwada University Library (BAMUL) and pointed out that the university library uses marketing process to satisfy the needs and wants of the users. Khali Klaib<sup>10</sup> conducted a survey of libraries and information centers in Jordan to examine the application of the marketing concept to the products and services of LICs and to investigate users attitude towards free or free-based services. The findings of the survey reveal that 60.7% of the respondents agree to pay fees for developed information products.

## The Marketing Process

The following flow chart is a simple five-step proposed model representing the marketing process. The process begins with the step highlighting library and information centers that work to understand users requirements, followed by initiating a user driven marketing strategy, thirdly it presents the marketing program; and how to build strong users relationships. In the final step, library and information centers reap the rewards of creating superior users value.



### *A Propose Model for Marketing Process*

#### Implementation of Marketing in Libraries

While implementing a marketing program in a library, the first step should be to formulate a Marketing Division in the library. The head of the marketing division should have equal status like other heads of different division in the library. The marketing division should also appoint 'Marketing Consultant' to advise the division on different marketing strategies. The marketing consultant should be responsible for carrying out a 'Marketing Audit'. The functions and responsibilities of a marketing division can be listed as follows:

- Establishing contact with other divisions of the library/information center and to give suggestions and recommendations to the information services division to create quality, timely, user targeted, reliable and validated information products/services.
- Developing efficient and effective methods of marketing.

- Developing mechanism to study user needs.
- Developing pricing policies.
- Providing commercial, industrial, and technical information to firms, organizations, and individuals.
- Developing effective feedback mechanism.
- Developing mechanism to evaluate the performance of the marketing division based on the feedback received from the users.

### Marketing of Library and Information Products and Services (LIPS)

Marketing is a combination of selling, advertising and public relations. It includes the need assessment, product development, pricing and distribution in terms of market needs and desires. It also includes motivation. The effective marketing in library is user oriented and not product or seller oriented. The benefits associated with the marketing are:

- Improved satisfaction of the target market;
- Improved attraction of marketing resources; and
- Improved efficiency in the market activities.

The characteristics of an effective marketing of LIS, therefore, include clientele-oriented services based on their needs; integrated marketing organization; adequate marketing information; strategic orientation and operational efficiency. It also includes the ethics of marketing. In other words, marketing of LIPS means informing the users what libraries can provide, how these can be obtained, what is the fee or terms and condition for obtaining LIPS, assessment of user needs of LIPS, i.e. feedback from the users, improvement if LIPS within certain limitations, and public relations with the users. (Chopra, 1994) <sup>11</sup>. The libraries may include the following services;

- Information news bulletin
- State of the art report
- Trends report
- Bibliographic services
- Abstracting services
- Indexing service
- Translation services
- CAS services
- SDI services
- Digest services
- Reprographic services
- Inter library loan
- Reference services
- Literature search

## E-Marketing

The term electronic marketing or e marketing simply means using technology such as the Internet and E-mail, including its wide variety of options and tools to conduct marketing activities and achieve marketing objectives. "E-Marketing is marketing that utilizes the Internet as a communications and distribution channel. This includes email and the Web." E-marketing can be simply defined as "Achieving marketing objectives through use of electronic communication technology."

### E-Marketing in Libraries

All libraries main aim is to provide right information to right user at right time, whether it is academic library, public library or a special library. Only the difference is in targeted audience. Their information needs are different with different library. Here main focus is on corporate libraries. Corporate libraries are the body of corporate sector. It is an independent investment research firm. Corporate company's mainly includes real estate, banking, IT firms, telecom industry, etc. These are e-marketing strategies, which can be used for marketing library and information services in electronic information age.

### Marketing through Blogs

There is increased awareness about return of investment in all types of libraries including corporate, special, academic and public libraries. In few cases fund/budget is being allotted to libraries on the basis of inputs of library to organization for the development. Many libraries keep providing valuable services but reach of those services is limited to few users. If user base is increased, visibility of library services as well as inputs for organizational development too increases. For such things librarians need to market library services (Lending, Reference, CAS, SDI etc), resources (Collection of books reports, A/v Material, e-journals, databases, etc), expertise (especially information searching and repackaging skills), database searching etc. to the users. Effective marketing of all the above is possible from blogs, which removes time and geographical barrier. Promoting library services through blog is most economical and creative way. Sharing of resources also becomes extremely easy as well as it promotes sharing of resources within users without coming to the library.

### E-Portal

The e-portal and e-resources are now well-accepted, affordable and necessary tools for e-marketing. The e-portal technology is more reliable and capable to fulfill the dreams of users and information managers for providing seamless access to information, which is a focal attraction of today. The availability of e-resources portal over Internet is emerging as a modern tool for advertising, retrieving and delivering the contents more quickly, efficiently.

## Mobile Technology

This is a latest technology in today's IT era. Here one can intimate users news, latest info alert, new arrivals, transactions of books i.e. acknowledge receipt of book, through this mode.

## E-mail

By using the e-mail technology, book review abstracts are sent to associates every week to alert them for new books in the library. Same we can upload on e-portal of library, which is accessible to all. .

## Advantages of E-Marketing

Following are the advantages of e-marketing:

- Faster response to both marketers and use of electronic media.
- Increased ability to measure and collect data.
- Reduction the cost through automation and use of electronic media.
- Opens the possibility to a market of one through personalization.
- Increased interactivity.

## Promotional Activities

There are many types of promotional activities, which can be considered by libraries and information centres. These are the ones that provide the most visibility and credibility and these activities can be carried out more effectively<sup>12</sup>.

**Advertising:** Advertising is a good medium for growing image of awareness building. It is an ideal way for presentation in workshops or seminars. An advertisement builds interest and motivates readers to take action. It is costly but effective.

**Brochures:** Suitable designed and drafted brochures may be printed and mailed directly to potential users. It can be sent out to those enquiring about the services and displayed at various places as well. Each information centre must have at least on brochure, which provides an overview of offering, pricing information, information about delivery and accessibility and background information about library and information centre.

**Articles in Newspapers and Journals:** Information centre should try to publish information related articles in daily newspapers and various journals which users are reading regularly.

**Get-together:** Libraries can organize get-together of various users in getting information or to know their changing requirements of information. This will help in improvement of work pattern and services.

**Instigation of new users:** The new users should be made familiar with library or information center of the organization concerned its location, staff, library rules, working hours, services, facilities, resources, etc. User's awareness will eliminate



many of the user's problems once for all. This programme should be a regular feature in all types of libraries and information centers for their new users who might have joined the organization recently. This is applicable to students as well as to the staff members as users of LIPS.

**Display:** Proper display of the posters, charts, signboards, indicators, etc. at prominent points within the institution also helps a lot in guiding as well as highlighting the LIPS available to the users. Interesting cartoons, coloured posters etc. would attract the attention of users leading to the appropriate use of LIPS being provided by the organization concerned.

**Organizing Exhibitions:** The library and information products and services being provided by the institution can also be exhibited prominently at regular intervals in order to focus the attention of the library users or to bring to their notice the new additions, new services or special features of the LIPS.

**User Education about Technological Developments:** In the present age, due to technological developments it is now possible to make use of the electronic devices, computers and telecommunication facilities for storage and retrieval of information. Searching the data 'online' can retrieve the required information pin-pointedly, comprehensively, accurately, quickly and economically. There is an urgent need of various databases in different subjects in different countries, their vendors, information brokers and charges/fees etc involved for literature searching.

**Group Discussions, Lectures and Seminars:** The professional staff of the libraries and information centers concerned should deliver lectures, organize seminar or arrange group discussions with the users frequently in order to make them familiar with the information sources and services and agencies concerned therewith to enable them to utilize the same as and when required. Computer Assisted Instruction (CAI) and Self-Instruction Packages (SIP) are also available these days, which can be made use of by the clientele for the above purpose.

### Suggestions for Improvement of LIPS

In this information and marketing age, a few important suggestions have been made which can be of help to improve library information products and services.

- The interaction with the users is necessary in order to evolve the library products and services in response to the users requirements.
- Library should organize meetings that serve an opportunity to have face-to-face interaction with the members to know the level of their satisfaction. It should be done at regular intervals.
- The library staff should pay undivided attention to the users when he/she has to say something. Because a library has to project a positive image by listening to the users which will pay rich dividends in the long run.

- The library, to know about the views of the users, should do user survey. It could be done with the help of various techniques like questionnaire, interview schedule.
- The library or information centers should maintain suggestion box or registers where users can drop their suggestions for improving LIPS.

## Conclusion

The library can be called an information market and the library user is a consumer of information services and products. It is an essential step in the planning, designing, and use of such services and products for optimal use of information. Increasing awareness of the role of information has resulted in the establishment of information system to provide a variety of information services and products. Library acquisition, organization and dissemination must be based on the modern concept of marketing to achieve reader satisfaction.

## References

1. Retrieved online on 15 june 2010 at <http://www.viz.co.nz/e-marketing.htm>
2. American Marketing Association. Marketing News. March 1985. p. 1.
3. Goldhar, J.(1970). Dissemination: Issues and Opportunities. In King, W.R. and Zaltman, G. Ed. Marketing Scientific and Technical Information. Colarado: Westview Press. p. 27.
4. Kotler, Philip. and Armstrong, Gray(2008). Principles of Marketing. Delhi: Pearson. p. 8.
5. Kurtz, David L and Boone, Louis E.(2006). Principle of marketing. Australia: Thomson. p. 7.
6. Pandya, S.N.(2001). Information Marketing: Need of the hour. Library Practices for Effective Management: ILA seminar Papers. 47<sup>th</sup>. All India Library Conference, Wsrnsngsl, Dec 20-23, 2001. p. 358-67.
7. Kaur, Amritpal and Rani, Sarita(2007). Marketing of Information Services and Products in University Libraries of Punjab and Chandigarh: A Study. *IASLIC Bulletin*. June 2007. Vol. 52, (2). pp. 83-104.
8. Padmashree, S.(2007). Marketing Library Services: A Case Study. In National Conference on Reorientation of Library and Services in India. Vijayawada: August 18-20, 2007. pp. 90-99.
9. Vaishnav, A. A.(1997). Marketing University Libraries: A case Study. In Chopra, H.R. Ed. Information Marketing. 1997. Rawat: Jaipur. pp. 49-55.
10. Khali Klaib, F.J.A. (1994). Marketing of Information Products and Services by Libraries and Information Centers in Jordan. Jiwaji University, Gwalior (India). Ph.D. Thesis. 1994. pp. 142-235. (Unpublished)
11. Choopra, H.R.(1994). Marketing of Library and Information Services. In, Bidhi Chand, Ed. Marketing of Service. Jaipur: Rawat, 1994. p. 210.
12. Retrieved online on 15 june 2010 at <http://www.idrc.ca/openebooks/817-1/>

# Can Library Consortia help India Libraries to achieve their Mission

Dr. R. K. Bhatt & Dr. U. C. Sharma

## Abstract

The tangible outputs that libraries contribute to our society are less easy to observe and advocate. The sustainability of libraries in all aspects requires change that has come to librarianship in the form of ICT application, which has truly made possible to convert the traditional librarianship into the digital library environment. The present day librarianship need to accept the challenges of such an environment and exploit the potentiality, capabilities, and power in understanding the Library Mission. The present paper discusses the library consortia, its role in this regard.

## Introduction

Ever since its existence in the society, the libraries have been playing a vital role in removing the information hunger of the users by providing library and information services to them despite of being having problems of financial resources, lack in professional manpower, and inadequate infrastructural facilities. They have been trying their level best to achieve their mission i.e. "to satisfied the users irrespective of any adversity" by devising, developing effective and efficient systems and programmes, and adopting strategies of collaborative approaches. The term "consortium" refers to a group of people, or organizations such as libraries that have come together to share resources and services with each other and exploit the power of bargaining on the basis of the strength of the group or groups forming the consortium for their mutual benefit.. There are many benefits to this approach, but the primary rationale is usually the economy of scale. Resources can be shared between libraries, preventing the need for every consortium member to purchase a particular item. In addition, a group has greater purchasing power than an individual library, which can lead to substantial savings when buying the products in bulk. Library consortia mean group of libraries working together for a common cause. It means collaborative or coalition effort for meeting the varied needs of users. It may be defined as any kind of formal cooperative arrangement where people agree to

---

\***Associate Professor & Head**, Department of Library and Information Science, University of Delhi, Delhi

\*\***Associate Professor & Head**, Department of Library and Information Science, Dr. B R Ambedkar University, Agra

exchange information or resources. The library consortia mainly deal with resource sharing in digital or electronic format. Library consortia vary in their type, goals, structure, membership, and funding.[1]. A consortium may be a formal or informal agreement between libraries based on a common principle. For example, a consortium may be based on library type – academic, medical, or public. A regional consortium may be based on a geographical principle. A state-wide or nationwide consortium may incorporate all its libraries, government funded and those in private institutions. There are likely two main reasons for the increase in consortia numbers. Firstly, the growth of information technology and the resulting decline of the role of print in library collections have made sharing much more viable. From the end of the 1960s, consortia began by sharing bibliographic data in the current era, library items need have no physical location and access can be instantaneous from any participating library. The second reason is the serials crisis. The spiraling cost of resources, particularly journals, has forced libraries to band together in order to mitigate the damage. Canny negotiations from consortia can extract quite substantial savings from publishers.[2]

### **Need for Library Consortia**

Over the past 10 years there has been substantial increase in the production of E-Journals the world over. According to an estimate out of over 1,50,000 serials published the world over, more than 70,000 cover scholarly communications, and among these more than 20,000 titles are electronic journals and are accessible in the Internet. More than 2500 among these scholarly journals are free for all, which comprise a vast treasure of scholarly content from around the world. At the same time, the user community also has been influenced by these technologies to such an extent that there has been demand from users for providing such electronic information services in the libraries. The situation prevailing in the current library scenario reveals that it has reached a critical mass both in terms of information products as well as the number of users. On the other side library budgets are shrinking. So librarians are prompted to work together for forming consortia for subscription to E-Journals

### **Objectives of Consortia**

- Basically consortia have been created for acquisition and sharing use of e-journals
- It is possible for the users of participating libraries to access and/or download the required materials remotely
- The objective of consortia can be widened to make them efficient instruments of sharing of all types of library resources[ 3]

### **Factors to Consider Before Consortia Formation**

- Various factors to be taken for an effective functioning of a successful consortium.
- Resources identification on the basis of usage and usability
- Long run planning of the technology infrastructure

- Access to back runs of periodicals will have to clearly spelt
- Copyright and licensing, archival issue
- Price issue should be economically favorable
- Designing and launching a library consortium should be long term sustenance and robust models towards achieving the above goals. [4]

### **Advantages of Consortia**

- Helpful to provide prompt library services like CAS and SDI
- Facilities to build up digital libraries
- The consortium have been offered better terms of licenses for use, archival access and preservation of subscribed electronic resources, which would not have been possible for any single institution
- Consortia-based subscription to electronic resources provides access to wider number of electronic resources at substantially at lower cost
- Electronic Journals demand neither library space nor shelling costs
- Optimum utilization of funds.
- Cost Sharing for Technical and training support [5]

### **Technological Issues for Library Consortia**

As we know that one of the main advantages of library Consortia is a resources enhancement and general cost savings. These resources are predominantly in the electronic forms (journals, databases etc) mostly hosted on the Internet platform. There are also sources available in CD-ROMs. Each member of a library consortium must be equipped with the necessary technology tools to support access and sharing these resources across. Information providers/publishers, information agents/vendors and member libraries are the important partners in any library Consortia and the technology requirements for each partner would also vary. Most importantly, the requirements at the member libraries would depend on the way the information provider and the information agents provide access to their resources. In a general Consortia model in practice, the information providers would host their resources at their site and provide access to the member libraries through Internet. The advantage here is that the consortia members need not worry about maintaining these resources (hardware, software and networks). In some other model, the information provider will mirror their database on one or more of the member libraries site. This requires huge investment on the infrastructure to mirror the site. Added to this is the maintenance of these mirror sites. The advantage here is that the member libraries will have faster access as the resources are sitting locally. And the mirror site will also serve as a backup server. In any case, the member libraries would have to have a dedicated Internet connectivity, at least for the time being. We do not know what will replace the Internet in the future. Each member campus will have to have a campus wide network for a simultaneous multiple user access. In an ideal library Consortia environment, the entry point to the patrons of each member library is through a single web enabled window system that is user-oriented and provide access to the entire collection of the consortium member libraries. The system at the user end should offer services like patron identification and authentication, a comprehensive resource discovery system (encompassing the entire OPAC of

member libraries and their holdings), access to the entire e-journals collection and databases. All these should be done through a single search and that should facilitate locating all the resources that are available across the member libraries. No matter where the search results comes from. The system should be capable of patron-initiated online requests of resources and Inter Library Loan facilities.

### **Nationwide Consortia Life cycle**

A life cycle approach to consortium development from an ecological perspective places the consortium's formation and disbandment processes in the context of environment. Affected by the environment, these processes cannot be understood outside that unique context. Each consortium is affected by several levels of the environment at different stages of its development, from its founding to its disbanding. The general environment (legal, political, social and cultural) and the task environment (libraries, consortia, publishers, vendors, and patrons) influence the consortium's formation, development and disbandment. Further, consortia face the need to manage boundaries as an ongoing process, especially at specific developmental stages. Successful boundaries management is achieved through a balance of differentiation and integration. On one hand, a consortium must differentiate itself from its environment, as a unique organization, with a unique definition of goals, funds, and members. Unsuccessful differentiation threatens the consortium's viability. On the other hand, the consortium must aim for integration with its environment, in order to coalesce with publishers, vendors, and libraries. Too little integration will result in isolation, reducing consortia effectiveness and perhaps leading to eventual dissolution. Additional assumptions can be made at this point. First, consortia have a life cycle, which is developmental. This life cycle consists of several stages, common to all consortia, despite social, political, cultural and technological differences. Second, the consortia development occurs in the context of specific environments, each bearing constraints and opportunities for consortia construction. Several consortia belonged in the pre-established or embryonic stage, involved in efforts to reach the establishment milestone. One recently established consortium was struggling to achieve its goals and objectives in the early development stage. Some consortia were in the developmental stage, performing according to their original goals but faced with the demise of their original funding and the need to derive a new plan for viability. Finally, (alone in this analysis) in the maturation stage, one consortium was serving as its nation's major conduit for electronic resources licensing.

### **Change in Environment**

- In the first phase the documents were only in printed format and the stress was on use through inter-library lending
- In the second phase too documents were mainly in printed format. Bibliographical databases of the holdings of all the libraries could be accessed from any library and required documents could be procured through document delivery service
- In the third phase the documents are mainly in digital format which can be accessed directly by the users of any library remotely[7]

## **Types of Consortia**

Theoretically consortia can be of various types depending on their characteristics:[8]

By type of libraries covered:

- Consortia of multi-type libraries
- Consortia of same type libraries

By geographical area of coverage:

- Local level consortia
- State level consortia
- National level consortia
- International level consortia

By subject/discipline covered

- Single discipline oriented consortia
- Multi-discipline oriented consortia

By type of organizational structure

- Loosely knit federation
- Tightly knit organization

By basis of formation

- Non-sponsored consortia
- Sponsored consortia

Any existing consortium may fall in more than one category

## **Functions of Consortia**

- Obviously existing consortia are basically serving as buying clubs
- With little initiative these can be developed into effective platforms for sharing valuable resources of libraries, both printed and non-printed
- Besides resource sharing, these consortia can also take up several activities for the mutual benefit of the participating libraries

## **Library consortia a step forward to the digital era**

Library consortia are challenged to take on new roles as the scholarly communication landscape changes. What roles can library consortia play as various Open Access initiatives emerge? Should library consortia co-ordinate agreements and payments for institutional memberships to help promote publication in Open Access journals? Are consortium businesses models affected by the introduction of full Open Access and hybrid journals? Library consortia were formed to meet challenges and embrace opportunities as new electronic information resources hit the market. A primary role for library consortia is to negotiate licenses, which provide for access to desired content at the best possible price, with the best possible terms. In their role as one single access point to large segments of the market, consortia are attractive as negotiating partners for vendors. The number of library consortia existing worldwide has grown steadily since the pioneering days of the mid 1990's. Today more than 170 organisations are listed on the International Coalition of library Consortia's Web site, representing national, regional, statewide, as well as other initiatives. While some consortia started from scratch, defined its goals, and built the necessary infrastructure

solely for the purpose of licensing, other consortia initiatives were taken on by organizations, which already had other co-ordination responsibilities for the member institutions. The Open Access movement follows several different tracks. Two main areas of activity are the establishment and promotion of institutional repositories and of Open Access journals, respectively. These initiatives have an impact both on individuals and on institutions that have an interest in scholarly communication, including researchers, universities, libraries, and publishers. The impact of Open Access on these different groups has been debated and described by many scholars.

### **Library Consortia Initiatives in India**

There are a few national and regional library consortia initiatives in the recent years. Council of Scientific & Industrial Research (CSIR), Tata Institute of Fundamental Research (TIFR), Department of Atomic Energy (DAE), Indian Institute of Technology (IIT), and Indian Institute of Management (IIM) have already formed their sectoral consortia (some are formal and others are informal) and have been subscribing to electronic sources like Science Direct, MathSciNet, and Blackwell, John Wiley, ABI/INFORM and Business Sources Premier. Also, both Institute of Mathematical Science (IMSc) and TIFR have been subscribing to MathSciNet database under their own consortia consisting group of libraries in their region. While University Grants Commission (UGC)/INFLIBNET through its one point programme is trying to provide access to e-subscription to all-important journals for the entire university community, the Ministry of Human Resource Development (MHRD) through its INDEST (Indian National Digital Library in Science and Technology) is proposing to fund consortia-based subscription to electronic resources for technical education system in India. Recently there was a round table discussion on "Sharing of E-journals through Consortia in Indian Libraries" held at the Indian Institute of Astrophysics, Bangalore. Many such initiatives at corporate libraries are also being pursued. National licensing of electronic resources is also being considered at the government level. Some of the note worthy library consortiums are listed below:

INDEST – AICTE Consortium (<http://paniit.iitd.ac.in/indest/>)

UGC INFONET DIGITAL LIBRARY CONSORTIUM

(<http://web.inflibnet.ac.in/info/ugcinfonet/ugcinfonet.jsp>)

FORSA Consortium (Astronomy and Astrophysics Libraries)

(<http://www.iiap.res.in/library/forsa.html>)

CSIR Library Consortium

<http://www.niscair.res.in/ActivitiesandServices/MajorProjects/majproj.htm#ejournalconsortia>)

ISRO Library Consortium

IIM Library Consortium

HELINET (Rajiv Gandhi University of Health Sciences, Karnataka)

(<http://www.rguhs.ac.in/hn/newhell.htm>)

ICMR Library Consortium

### **Conclusion**

The unending responsibility of libraries are collection development, preservation,



retrieval of information for meeting the information needs of the users by providing users services. These responsibilities have become more complex with the introduction of computer and communication technologies in libraries. In a developing country like India, different steps are being taken to disseminate information more or less in all subject areas, specially in science and technology and Any set of objectives will only be achieved, if there is a willingness to join together and to believe that more will be achieved through the efforts of the whole than at the individual level. Moreover, establishment and maintenance of separate library consortium for each group of government and government-supported institutions in a country has lead to the duplication of efforts and additional investment. Since the present pattern of higher education and research is inter-disciplinary, clear-cut demarcation of areas of subject interest and information requirement is difficult. That means, the information requirements are cross-disciplinary and also at micro-level. This underlines the need for providing access of information in all subject areas to the students, teachers and researchers in all branches. This justifies the establishment of National Library Consortium, which automatically will bring economy, efficiency and equality in information availability and use. Despite the technology related issues as discussed above, the recent development of library consortia in India can be considered a major step towards a real library co-operation. So far the dominant features of library co-operation in general have been the development of regional or national union catalogues and interlibrary loan and document delivery services. These forms of co-operation still leave the individual libraries as autonomous entities. The consortia co-operation is in reality a step towards inter-institutional collection development, where libraries pool shares of their funds for collection development into mutual commitments and can certainly help in achieving the mission of the libraries.

## Reference

1. Bhattacharya, G. (1997). Library science with a slant to documentation and information studies, Vol. 34, (2) June 1997, pp. 69-83.
2. Murthy, T.A.V. (2002). Resource sharing and consortia for India. *Proceeding, IIT Seminar*, Kharagpur, Feb. 2002, pp. 14-15.
3. Reinhardt, W. and Bockharst, P.T. (2001). Library consortia in Germany, *Library Quarterly*, Vol. 2, 2001, pp. 67-69.
4. Kaul, H.K. Library resource sharing and networks. Virgo Publication, New Delhi,
5. Martin, S.K. (1987). Library networks: trends and issues. *Journal of Library Administration*. Vol.8, (1) Spring 1987, pp. 27-33.
6. Murthy, S.S. (1996). Library networks in India: an overview. *DESIDOC Bulletin of Information Technology*, Vol. 16(2) March, 1996, pp. 5-6.
7. Ball, D and J, Pye (1999). Library Purchasing Consortia: Achieving Value for Money and Shaping the Emerging Electronic marketplace. *IATUL Proceedings (New Series 8 )*.

# Electronic Books (E-BOOKS) : An Overwhelming Technology for the Libraries

Dr. Neeraj Kumar Chaurasia\* and Pankaj Chaurasia\*\*

## Abstract

The paper tries to give insight into different facets of Electronic books by giving definition in different context. It lists various E-Book Business models and licensing, E-Book Challenges for LIS professionals, Legal issues involved, Digital Rights Management (DRM). Some benefits of buying electronic books from aggregated E-Book platform Vs direct from publishers have also been discussed. E-books Recent trends and trends to monitor, future directions and further areas of research have also been described.

## Introduction

The libraries have witnessed the emergence of e-books in recent years by major publishers and content providers. With the expansion of electronic publishing, research and academic libraries have started to complement their print holdings with electronic publications. The market for electronic publication seems to be in constant change and collection developers and acquisition managers, especially in libraries, find themselves disillusioned as new methods of electronic publishing and accessing are emerging. Libraries are in a transition period from conventional to digital formats and have not yet developed common practices and traditions on policy for digital material.

The purpose of this paper is to find out whether E-Books are cannibalizing print books, as well as an assessment of factors that are influencing E-Book usage. Traditional book publishing, especially in the academic world, is changing at a rapid pace. The question on everybody's mind is what direction book publishing will take? Will print survive in the next generation, or is it destined to be totally replaced by E-Book or something else?

Today there are an increasing number of web sites, news groups, discussion boards, and email newsletters dedicated solely to the promotion of books. More importantly, one will find web sites that provide information on very specific and narrow genres. These web sites will address audiences and topics that are considered to small or narrow to be addressed by traditional means today.

These web sites will address audiences and topics that are considered to small or narrow to be addressed by traditional means today. As a greater number of electronic resources become available, retrieving relevant and authoritative information has

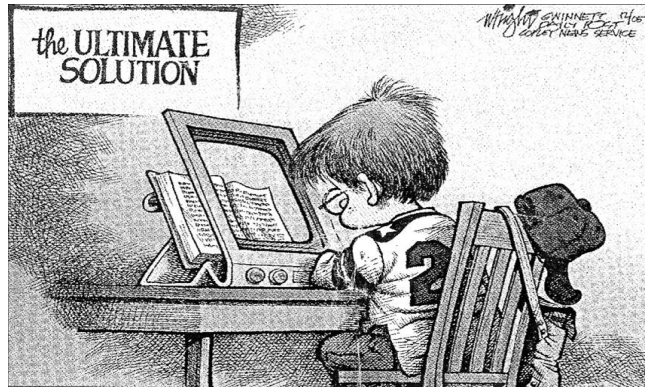
---

\* Assistant Librarian & Head, Reader Services, Central Library, IIT New Delhi

\*\* Assistant Librarian, National Institute of Public Cooperation and Child

Development (NIPCCD), New Delhi

become progressively more challenging and time consuming. Locating relevant information in a timely manner is critical for both the researcher and the information professional. Electronic books (E-Books) are one way to enhance the digital library with global 24-hours-a-day and 7-days-a-week access to authoritative information, and they enable users to quickly retrieve and access specific research material easily, quickly, and effectively. It is crucial to not only provide these electronic resources, but to integrate them into library systems to streamline library operations, as well as promote user adoption. As with any new opportunity, new challenges emerge and utilising the internet to deliver book content is no exception. Integrating E-Book into the digital library has created challenges and opportunities for librarians, publishers, and E-Book providers.



An E-Book collection should be accessible anytime, anywhere via the internet, requiring no device but a personal computer to access the content. An ideal E-Book should provide content of value, the ability to view online, the ability to download to a PC or view offline, and the ability to view on a handheld device or personal digital assistant. Users should be guaranteed privacy for the content they access and use and should be able to aggregate and customize items and content regardless of format. An E-Book is based both on emulating the basic characteristics of traditional books in an electronic format, as well as leveraging internet technology to make an E-Book easy and efficient to use.

An E-Book can take the form of a single monograph or/a multi-volume set of books in a digital format that allows for viewing on various types of monitors, devices, and personal computers. It should allow searching for specific information across a collection of books and within a book. An E-Book should utilize the benefits of the internet by providing the ability to embed multimedia data, to link to other electronic resources, and to cross reference information across multiple resources.

## Definition of the E-book

Nelson (2008) has defined an e-book as, 'an electronic book that can be read digitally on a computer screen, a special e-book reader, a personal digital assistant (PDA), or even a mobile phone. In other words, e-books are consumed on a screen rather than on

paper’.

Wikipedia defines e-book as ‘An e-book is an e-text that forms the digital media equivalent of a conventional printed book, often protected with a digital rights management system’. General and specialized are two kinds of e-books. The examples of these two are ‘netLibrary’ or ‘ebrary’ and ‘Books 24X7’, ‘Knovel’.

### How does an E-Book work?

An electronic book is book content that exists in digital form. Electronic books may be in any number of digital formats, and, depending on the format, any number of different software applications and computer hardware may be required to view them. To understand the workings of E-Books, it is useful to distinguish between an "electronic book" (i.e. book content in digital form) and a "book-reading appliance" (tool for reading the book). A book-reading device is a specialized device (other than a personal computer) required to display an electronic book. Electronic books created for use with a digital device are usually produced in such a way that they can only be viewed using the respective product's specialized software or hardware.

### E-Book readers - the future of reading ?

An **E-Book reader**, also called an **E-Book device** or **e-reader**, is an electronic device that is designed primarily for the purpose of reading digital books and periodicals and uses e-ink technology to display content to readers. The main advantages of these devices are portability, readability of their screens in bright sunlight, and long battery life.

A pragmatic factor in using E-Book is the ease of reading and using them, yet E-Book hardware devices are still not quite practical or cost effective enough to penetrate very deeply into the market. A variety of devices are being developed to replicate some of the virtues of printed monographs, including portability and network-independence, so that E-Book themselves will function on a variety of platforms. The two basic kinds of e-book readers on the market today are the full-sized reader and the palm-sized reader. Currently, all readers use proprietary file formats.(Brochers, 2009).



## **E-Book business models and licensing**

The variance amongst access models affected the pricing and purchasing of E-Books. There is absence of standard pricing model for E-Books. Libraries should be aware of various business models offered by different publishers of E-Books. Following are various available business model and content type available in the market which would throw more clarity on the decision of moving to E-Book:

### **1. E-Book vendors fall into two categories**

- a. **Aggregators** - they provide a common platform for multiple publishers and aggregate E-Book contents in either PDF or HTML formats and make available thousands of E-Book.
- b. **Primary publishers** - they provide on their proprietary platform the E-Book contents published by them.

### **2. E-Book content available from various publishers also fall under two categories**

- a. Reference books like encyclopedia and handbook largely used by libraries and
- b. Research books and scholarly book contents available in electronic form not many text books are available in electronic form however some aggregators and primary publishers are moving their focus to make available text book contents.

### **3. E-Book selections for use by the library can also be categorized into two methods depending upon the publishers**

- a. Some publishers offer pick and choose model - they allow the library to pick up the books of their choice subject to a certain minimum and
- b. Some publishers expect the libraries to buy/subscribe the complete subject collections. The library will have no choice but take the entire collection of E-Book whether they are interested in some books or not.

### **4. E-Book licensing models are also of two kinds**

- a. Some publishers offer purchase models where the library can purchase the latest edition of the books in a pick and choose or subject collection model. They will have to keep on purchasing these books as and when the new editions are released. The cost of the books is slightly higher than the print book. In pick and choose models some of the publisher charge a platform access fees to maintain the book lifelong for the library on their site.
- b. A few of the publisher offer E-Book on subscription license. The library subscribes to the selected books or collection at a price which is lower than

the print books and gets the libraries do not have perpetual access to the content and lose the right of access in the event of non renewal.

5. Some publishers offer E-Book swapping models during the period of subscription the library can swap the book of their choice of the same value during the course of subscription .the swapping feature is normally available in subscription license models; however some publishers that offer purchase models also offer swapping features by some additional payment.
6. Another important criterion for E-Book evaluation is the download options. Some publisher allow download of only chapters, some allow download of complete books and some publishers do not allow any downloads.

### **E-Books: Challenges for the Library professionals**

To enhance the use of E-Books, libraries have to advertise their E-Book collections and made awareness in their members about E-Book holdings and findings. The acceptance of E-Book by the education community will be directly proportional to ease of access in terms of find, buy, obtain and use. With a seamless, one-click E-Book purchasing or lending experience, students may switch to digital mode. Librarians must develop innovative policies, procedures, and technologies to accommodate the publication of and access to E-Books.(Cox, 2004). E-Book challenges for librarians can be divided into three categories:

#### **i. Acquisition and collection development**

Acquisition and collection development challenges include budget allocations; usage and distribution models; purchase models; and collection development strategies;

#### **ii. Standards and technology**

Standards and technology challenges include, not only cataloging and metadata standards and schemes, but also E-Book hardware and software technologies, digital rights management software, and user and staff training;

#### **iii. Access**

Access challenges include the cataloguing and indexing of E-Books, circulation models for the electronic environment, and preservation and archiving of E-Book and the resources linked to them.

The integration of E-Book into the digital library has not only created opportunities for librarians, but also created several challenges. Full-text access and retrieval of E-Book combine library-based theories and principles with web search and retrieval techniques.

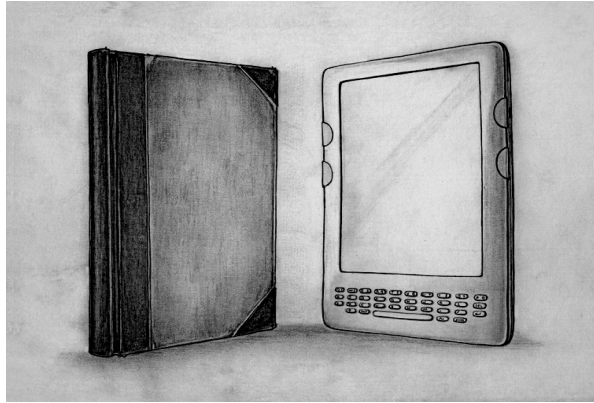
### **E-Book Vs Printed Books**

The reason for E-Book success, survival and facility is because of its advantages over

its print counterparts. It is not only the users who is going to be benefited, but different target group such as libraries; publisher and authors can easily examine their specific advantage. In my opinion, in every aspect, E-Book offer more positive attributes, features and benefits to academic and professional users than print formats.(Pastore, 2008). The benefits of E-Book over print are :

- ✓ E-Book users can access book contents concurrently, and search the full text of any title. Multiple libraries can share in a small number of copies. E-Book offers users remote access outside to traditional library hours.
- ✓ The E-Book offers readers even more benefits over traditional paper books. E-Book can be read in a variety of lighting situations, and due to the back-lighted screens readers can read an E-Book in most low or no light situations. An E-Book may be more comfortable for some to hold because it need not be held open like a physical book and can also be set down and read without needing to be held open.
- ✓ Readers who have difficulty reading printed books can benefit from the adjustment of text size and font face.
- ✓ E-Book are subject to no transportation, storage, or processing costs, nor do they suffer from physical degradation or damage.
- ✓ The readability of an E-Book won't degrade over time. The pages won't crumble because of high acid content, the binding can never break, and there can be no variations in the ink. Despite being criticized for their inconvenience and for being hard to read, E-Book are often more convenient than their paper based counterparts.
- ✓ The production of E-Book does not consume the paper, ink, and other resources that are used to produce print books.
- ✓ E-Book may allow animated images or multimedia clips to be embedded. Users can easily add and save their own notes to the contents and cut and paste selected texts, illustrations and diagrams.
- ✓ Multiple libraries can easily negotiate and manage shared use of E-Books, rather than engaging in the costly and time-consuming inter-library loan programs required for print.
- ✓ A single E-Book reader containing several books is easier to carry around than several print books.
- ✓ Text can be searched automatically and cross-referenced using hyperlinks, making the E-Book format ideal for works that benefit from such functions.
- ✓ It costs little to reproduce or copy an E-Book, which makes it ideal for archival and backup purposes.
- ✓ Direct contact of author and readers facilitates easy feedback and thus improves the quality of product.

- ✓ It is easier for authors to self-publish E-Books.
- ✓ Ease of distributing e-texts means that they can be used to stimulate higher sales of printed copies of books.



The benefits of E-Book over print are summarized below:

Attribute	E-Book	Print
Concurrent users	YES	NO
Full text searchable	YES	NO
Shared access	YES	NO
Remote access	YES	NO
24/7 access	YES	NO
User can add notes	YES	NO
Cut and Paste function	YES	NO
Cost of transportation	NO	YES
Cost of storage	NO	YES
Processing cost	NO	YES
Risk of damage	NO	YES
Inter-library loan cost	NO	YES

### **Benefits of buying from aggregated E-Book platform Vs direct from publishers**

Many publishers are offering libraries direct purchase of their E-Book titles but it makes more sense for libraries to buy an aggregated E-Book platform. Most of the publishers offer access to their E-Books only on subscription basis – In this option the library only has the access to the content as long as they keep paying the subscription and may end up paying many times the cost of the book overtime. Aggregated E-Book platform offers a perpetual purchase model which gives the library ownership of access to the content in the same way that a book does, with the much more



functionalities.

Most of the publishers selling their E-Book content in the form of large packages which often contain high proportion of backlist. With aggregated model the entry fee is lower and customer can buy single copy or multiple copies from different publishers with a single transaction.

An aggregated E-Book platform offers users a single point of access to a vast array of content from different publishers, whereas buying different platform from individual publishers means that the users have to go in and out of several platforms to search for and use the content. Many federated search engines are available to overcome this issue, but these are not yet an effective solution. The aggregated E-Book platform offers many more features to the librarians as well as to the library users than publishers' platforms, including:

- ✓ Secure Digital Rights Management (DRM) features to ensure that libraries and their users stay within copyright laws.
- ✓ Comprehensive reporting on E-Book usage.
- ✓ Integration into OPAC systems, making it easy to find and view E-Book alongside other information resources.

### **Digital Rights Management (DRM) and Legal Issues**

One of the most critical elements in the development of electronic publishing that will impact libraries involves Digital Rights Management Systems (DRMS). As with digital rights management in other media, E-Book are more like rental or leasing than purchase. The restricted book comes with a number of restrictions, and eventually access to the purchase can be removed by a number of different parties involved. These include the publisher of the book, the provider of the DRM scheme, and the publisher of the reader software. These are all things that are significantly different from the realm of experiences anyone has had with a physical copy of the book. Still being developed, DRMS are either hardware or software (or both) that enforce control over intellectual property, such as limit by user, time, fee, and/or extent of content. Although similar controls have existed in the licensing of electronic journals, the length of book content and the concerted effort by publishers to establish such software for E-Book make this issue more pressing. Due to publishers' concerns about rights, to date E-Book vendors are normally able to offer only limited usage rights for printing, downloading and copying. Normally, interlibrary loan is not allowed, and classroom use is not always allowed.(Falk, 2001).

Legal issues worry E-Book users as well as publishers. Users feel that fair use should apply to E-Book just as it does with printed books. An owner of a printed book is free to give it away, lend, or sell it at any time. Many E-Book licenses forbid such activities. The publisher concludes a contract with an author who undertakes to produce a satisfactory completed work within a specified period of time. The author certifies in the contract the work's originally, the royalty of sale, etc. Marketing and distribution

includes sales promotion, advertising, publishing and selling in what is considered a largely integrated process.

Legal issues continue to bedevil the E-Book market. Publishers resist distributing their products in electronic form because of the potential for piracy. Copy and print capabilities for portions of the E-Book should be permitted within copyright and fair use guidelines. Copyright protection must be ensured regardless of whether the content is accessed via the internet or via a downloadable reader that allows access to the book offline.

### **Usage of E-books in the Libraries**

In this section I will focus on my experiences with E-book usage both at Indian Institute of Technology Delhi and E-book use in general. As of yet E-books are not as established as e-journals in libraries, there are great variations both in access models and user friendliness of the offered services. Also, E-books tend to be more practical in some contexts, for example for literature research or looking up definitions etc. Still the digital media, mainly because of problems with user friendliness of reading screens, makes it challenging to read longer texts from cover to cover.

The everyday environment of faculty and students is to a great extent digital, and learning and teaching is simplified by making information electronically accessible. Those who are digitally literate are able to utilise the facilities of the digital resources and have good chances to succeed with their work. E-books are part of this, assuming one has access to these digital resources, which depends upon many factors:

- ✓ Electronic resources are, in general, expensive, and every subscription renewal or new purchase by the library has to be thoroughly discussed.
- ✓ Many vendors only sell access to a limited number of users, sometimes as few as one at a time. This means that users may be turned away from important resources, which can be frustrating when information is urgent.
- ✓ Vendors generally control access either by checking that the user belongs to a valid Institute IP-address. To gain access from outside of Institute one has to access the digital resources by using a proxy server. This can be technically challenging and therefore limits the flexibility of accessing the services outside the Institute.
- ✓ In the case of Ebrary, readers must install separate reading software. This is free, but requires an extra effort which could be avoided if for example standard reading software had been used.
- ✓ For some users the various user interfaces of the E-book services can be confusing and therefore be restraining for their use.

### **E-Books Recent Trends and Trends to Monitor**

By removing the costs of printing, warehousing and the physical distribution of paper books, publishers will realize a dramatic improvement in profit per sale by using E-

Book. Furthermore, they will substantially reduce the risk involved in releasing new titles. E-Book provides publishers a turnkey e-business solution that allows them to focus on traditional sales channels. Publishers are forced to pay for all aspects of publication and absorb all of the risk of failure, before the possibility of payment, which is further delayed after the sale of the publication by their distribution agreements. E-Book has become more popular with publishers, vendors and librarians within the past few years. This is evident by the number of E-Book initiatives.

Libraries should monitor the ongoing development of E-Book industry standards and intellectual property and privacy issues so that the principles and operations of libraries are not restricted or jeopardized in the future. Libraries should also monitor the cost of E-Book appliances and services. However, if the price drops over time, E-Book may become more popular and accessible. Trends to watch include:

- ✓ Standards and compatibility for appliances and software book readers.
- ✓ Ownership vs. licensing of E-Book content.
- ✓ Copyright controls and the ability to loan E-Book to library patrons.
- ✓ Possible development of encoded rights management systems that technologically prevent copying or transmission of E-Book content.
- ✓ Relationships between authors and publishers.
- ✓ Book distribution practices.
- ✓ Potential for E-Book sellers to attach data mining technologies to their products that will monitor the book reading habits of purchasers.
- ✓ Convergence of newspaper, magazine and other content with E-Book technology.

### **Future direction and further areas for research**

Library users' expectations are changing as they become more wired and more dependent upon technology as wireless technologies have become more advanced and readily available. The librarians must think beyond the paper book and utilise the capabilities of the E-Book. It is more than an alternative to a paper book. We should include links from the E-Book to dictionaries, thesauri, related images, photographs, electronic text, and, audio and video segments. Now is the time to enhance the bibliographic record. Librarians should utilise the table of contents and book indices in the bibliographic record since these are already digitized in the E-Book format. We should also include links to book reviews, electronic resources that are referenced in the book, and book summaries. The full-text search capabilities of E-Books should be integrated into our library OPACs to enable users to search within the library's electronic collection, as well as across other electronic materials available on the web. Library systems should also enable the integration of semantic searches that map and retrieve concepts and ideas in addition to keyword and known-item searches. These advances will move libraries into the digital world. People are becoming more

comfortable using technology and the internet for meeting their information needs. Several internet use studies have been completed and recently made available for review. Despite of slower than expected evolution and adaptability, E-Book will continue to prevail. Students demand will grow. Distance mode of education and off campus universities will demand more E-Book than printed books.(Cox, 2004).

If we, as librarians, do not provide new methods for library users to access electronic resources, we may become obsolete. As stated by Toffler, 'Tomorrow's illiterate will not be the man who can't read; he will be the man who has not learned how to learn.'(Nelson, 2008).

Future of E-Book is very good as per Faculty, Librarian and Publisher Surveys however Printed books are still preferred for cover to cover reading. E-Book exists next to print books. It is believed that there will always be a place for traditional publishing with paper books. Print books are here to stay - E-Book will enhance access to more science and research. E-Book has many advantages to offer, however print will not disappear.

There is considerable development of standards, technologies and pricing models needed to make the market for E-Book viable and sustainable. Technologies for reading and using E-Book are not yet convenient enough for the longer text format to have made much market penetration. There are still concerns about adequate rights to information to support the academic mission of open scholarly communication. Despite the considerable promise of E-Books, it is concluded that all the elements that would make the e-book market viable are not quite in place. The partnerships in the market, development of standards, software and hardware features, and business models are still regularly changing. So, in my opinion the future directions for research in E-Book may fall into three major Categories: Technology, Content and Business models. The Content, Digital Rights Management, Access, Archiving and Privacy of E-Books features are also very important elements to study regarding academic use of E-Book.

The development of the electronic book is still in its early stages. Formatting and other issues are unresolved with competing and commercial products on the market. Still, electronic book technology is already beginning to have an effect on libraries, book publishing, copyright, and the future of communication in our world. Today India will match the world as far as E-Book is concerned. *Thus, E-Books are future of printed books as printed books were future of manuscripts.*

## References

1. Armstrong, C and Lonsdale, Ray (2005). Challenges in managing e-books in UK academic libraries. *Library Collections Acquisition & Technical Services*, 29, pp.33-50.
2. Borchers, Jan O.(2009). Electronic books: definition, genres, and interaction design patterns. Accessed online on 19 Dec. 2009 at <http://readingonline.org>
3. Bry, Francois and Kraus, Michael (2002). Perspectives for Electronic Books in the World Wide Web age. *The Electronic Library*, Vol. 20, (4), pp. 275-87.

4. Chaurasia, Neeraj Kumar (2004). Electronic Books: An overview. *Proceedings of 22nd Annual Convention and Conference of Society for Information Science (SIS) on Digital Information Exchange : Pathways to Build Global Information Society*, Madras: Central Library, Indian Institute of Technology, 21-23 Jan. 2004. pp. 01-07.
5. Chaurasia, Neeraj Kumar (2010). E-Books: Latest Trends and Future Directions. *Digital Library Communication (DLIBCOM)-Monthly*, Ahmedabad. Vol.5, (5), May, 2010; pp. 5-7.
6. Cox, J. (2004). E-books: Challenges and Opportunities. *D-Lib Magazine*, Vol. 10, (10).
7. Dinkelman, A. et al., (2007). Accessing E-books through Academic Library Web Sites. *College & Research Libraries*, Vol. 68, (1), pp. 45-48
8. Falk, Howard (2001). What Is Fair Use of E-Books? *The Electronic Library*, pp. 349-351.
9. Gibbons, Susan (2001). E-books: Some Concerns and Surprises. *Portal: Libraries and the Academy*, 1, pp.71-75.
10. Helfer, Doris Small (2000). E-Book in Libraries: Some Early Experiences and Reactions. *Searcher*, 8, pp.63-5.
11. Nelson, M. R. (2008). E-Books in higher education: Nearing the end of the era of hype? *EDUCASE Review*, Vol. 43, (2).
12. Pastore, M. (2008). 30 Benefits of E-books. Accessed online on 19 Dec. 2009 at <http://epublishersweekly.blogspot.com/2008/02/30-benefits-of-ebooks.html>
13. Quint, B. (2005) Books Online: The Fee versus Free Battle Begins. *Information Today*.
14. Rosy, R. L. (2002) E-Book for Libraries and Patrons: Two Years of Experience. *Liber Quarterly*, Vol. 12, (2/3), pp. 228-233.
15. Safley, E. (2006). Demand for E-books in an Academic Library. *Journal of Library Administration*, Vol. 45, (3/4), pp. 445-457
16. Sinha, Reeta (2008). Electronic book collection development and acquisitions: Key issues for libraries and vendors. In, *Shaping the future of special libraries /* edited by Dhawan, S.M. et al. New Delhi: Ane Books.
17. Sottong, Stephen (2008). The Elusive E-book, Ready for Prime Time?. *American Libraries*, Vol. 39, (5), pp. 44-48.
18. Tedd, L. A. (2005) E-Book in academic libraries: an international overview. *New Review of Academic Librarianship*, Vol. 11, (1), pp. 57-79.
19. Twiss-Brooks, Andrea (2007). Challenges in building e-books collections. Paper presented at the 23<sup>rd</sup> National American Chemical Society Meeting August 25-29, 2007.
20. Wikipedia (2009). E-book, Accessed online from [http://en.wikipedia.org/wiki/EBook#cite\\_note-0](http://en.wikipedia.org/wiki/EBook#cite_note-0)

## Use and necessity of Information Services in Non Government Organizations (NGOs) In India

Dr. Rajesh Kumar Singh\* and Anil Agarwal\*\*

Non Government Organization (NGOs) contributes valuable information and ideas. Social workers emphasize this statement through awareness programs, trainings, skill development campaigns and socioeconomics initiatives and interventions, etc. Information is catalyst for effecting change at every level. Study emphases about NGO, Information and its characteristics, Users of Information, different types of Users need of information in NGO, Information services in NGO sector, Constraints in Information services of NGO Sector, in the age of information explosion, information services play a vital role without which neither any concrete decision can be taken, nor any viable plans can be formulated or programs can be executed successfully or they can be monitored and evaluated properly.

### Introduction

Non Government Organization (NGOs) contribute valuable information and ideas, advocate effectively for positive change, provide essential operational capacity in emergencies and development efforts, and generally increase the accountability and legitimacy of the global governance process. It is also constantly in the progress of empowering people with information to change their present situation for better tomorrow. As we know that information is the most powerful resource and it helps people to change themselves. Paulo Freire said<sup>1</sup>, *"Conscientizing people will facilitate people perceiving their needs"*. Social workers emphasize this statement through awareness programs, trainings, skill development campaigns and socio-economics initiatives and interventions, etc. All these little acts go a long way to strengthen the individual and in turn the whole society. Information is catalyst for effecting change at every level. It is a major tool for social transformation in any country. Hence, information is a major component for the success of NGO sector also. It is very essential that the NGOs understand the need for managing information effectively, as it would ultimately lead to their successful performance.

The term information<sup>2</sup> has been derived from two Latin words "FORMA" and "FORMATIO" both these terms convey more or less the same meaning of giving shape to something and forming a pattern. There are terms such as knowledge, facts, data, news, message, etc. used as near synonyms to information. According to the [Oxford English Dictionary](#)<sup>3</sup>, the earliest historical meaning of the word *information* in [English](#) was the act of *informing* or giving form or shape to the mind, as in education, instruction, or training. Information as a [concept](#)<sup>4</sup> has a diversity of meanings, from

---

\*Assistant Librarian (Professional Jr.), Central Library, Banaras Hindu University, Varanasi

\*\*Assistant Librarian (Professional Jr.), Central Library, Banaras Hindu University,

Varanasi

everyday usage to technical settings. Generally speaking, the concept of information is closely related to notions of [constraint](#), [communication](#), [control](#), [data](#), [form](#), [instruction](#), [knowledge](#), [meaning](#), [mental stimulus](#), [pattern](#), [perception](#) and [representation](#).

## Non-Governmental Organization

Non Government Organisation (NGO) is a legally constituted organization created by private persons or organizations with no participation or representation of any government. In the cases in which NGOs are funded totally or partially by governments, the NGO maintains its non-governmental status.

Here are some functions of non government organizations<sup>5</sup>

Most of non government agencies are involved in aid and relief.

Some non government organizations have a major role in developing human resources among minorities by

- delivering services at the local level
- helping community organization
- promoting education, and
- working for intangible benefits such as cultural self-esteem.

Many are especially strong in addressing issues at the community level such as

- adult education
- income generation
- organization of savings and credit societies
- primary health care, or
- small-scale agricultural production.

NGOs may work cooperatively with governments.

## Information and its characteristics

Information has varied attribute and characteristics. As information is an important valuable resource, it ought to have certain ideal qualities also. Some of the important characteristics of information are<sup>6</sup>:

### ACCURACY

Information is true or false ; accurate or inaccurate

### FORM

This is described in terms of qualitative and quantitative, numerical and graphic, summary and detailed.

### FREQUENCY

This is a measure of how often information is needed, collected or produced.

### BREADTH

This defines the scope of information

### ORIGIN

Information may origin from sources inside the organization or outside.

**TIME HORIZON**

Information may be oriented toward the past, toward current event or toward future activities and events.

**RELEVANCE**

Information is relevant if it is needed for a practical situation.

**COMPLETENESS**

Complete information provides the user with all that needs to be known about a particular situation.

**TIMELINESS**

Timely information is something that is available when it is needed.

Further it has not become outdated through delay.

**Value of Information**

Information by itself has no inherent value. It has value only when it is used in some decision making process whether personal, institutional, national or international levels. Information is valuable because of following reasons: It-

Improves capability of individuals, groups, organizations and society.

Rationalizes and systematizes the research and development efforts of a country in light of knowledge already available.

Provides wider knowledge base for solving the problem.

Enables to explore new alternatives and approaches to the solution of technical problems and options for minimizing future ones.

Improves effectiveness and efficiency of technical activities in the production and service sectors and thus provides cost effectiveness.

Enables for better decision-making in all sectors and at all levels of responsibility thus resulting right use of valuable resources.

**Users of Information**

Anyone who uses the information resources is called 'USER'. Anyone may include a layman, farmer, labour, student, teacher, researcher, specialist, scholar, politician, planner, policy maker, activist, social and development worker, journalist house wife, etc. The user is the focal point of all information activities because all information services are aimed for them. They are the beginners and Enders of all information systems, etc. without them there is no value of any information system and services.

**Users need of information in NGO**

User's information need mean their requirements, demands etc for a particular information for which they come at libraries/ documentation centres/ information centres etc. Users need vary with type of users as discussed above. In the NGOs, the users can be categorized as follows:-

**POLICY MAKERS/PLANNERS**

They need information on design, finance, administration, project planning and control, etc. Such information can be acquired from govt. documents, reviews,



digests, etc.

#### **ADMINISTRATORS**

They need prescriptive information on their respective field especially on administration, organization, management, etc. Such information can be acquired from Govt. document and rule books etc.

#### **RESEARCHERS**

They require very extensive innovative information on their related field. Such information can be acquired from journals, books, etc.

#### **STUDENTS (SOCIAL SCIENCES)**

They generally seek instructive information related to their subject field. This information may be found in the text books and reference books, etc.

#### **DEVELOPMENT WORKERS**

They often seek information pertaining to technical aspects, practical methods actions for spreading technology among its actual beneficiaries, socio-economic, cultural and political aspects; geographical, environmental aspects, financial aspects, analytical information etc. about the concerned areas/region/field.

#### **PEER GROUPS/CONSULTANTS**

They seek information like appropriate data on their interest field. This information may also be searched from there relative literature only.

#### **PRACTITIONERS /TRAINERS**

They require information pertaining to practical aspects of related fields that can be acquired from manual/guidance/land book, etc.

### **Information services in NGO sector**

General pointers to information store in any library or documentation centre is no more sufficient. The users are not satisfied to have millions of documents, but, they need rapid, effective and analyzed information content from those documents. The demand of the users and rapid development of electronic, computer and communication technology lead to the development of information services as a separate and vital field of information sciences.

Information services emphasizes intensive user oriented and need based user services. It provides the end product in terms of information sought by the users.

The information services can be classified into two major categories<sup>7</sup>:

#### **RESPONSIVE INFORMATION SERVICES**

It includes the service, which is given in response to the query of the user. The query can be posed by coming to the Library/Documentation Centre for asking on the telephone or sending a letter or email or fax, etc.

## **ANTICIPATORY INFORMATION SERVICES**

These services are offered in Documentation Centres in anticipation of a demand from the users. These services are offered to group of users after assessing their demand or need. Whenever documentation centre receives information or documents, it analyses them in terms of users' needs and requirement and inform the respective group accordingly. These anticipatory services are not one-time services like the responsive one but they are given periodically.

For fulfilling the demand of anticipatory information services, NGO's Documentation Centre normally give following types of services:

### **BIBLIOGRAPHICAL SERVICES**

Bibliography or short bibliography on the topic or subject area is compiled to highlight recent literatures. These may be done on the eve of seminar, workshops or other occasion of importance.

### **CURRENT AWARENESS SERVICES**

These types of services are meant to keep users abreast with current development in their respective fields of study. At the local level centres photocopy of the current content pages of all the incoming documents are made along with the and highlighting of the relevant articles for the user. Besides new Brochure, Pamphlets, Posters, announcement etc should also be displayed on boards, etc.

### **NEWSPAPER CLIPPING SERVICES**

It deals with current events and activities. Depending upon the needs of users, the news items appearing in the newspapers or such type of documents is photocopied or cut and pasted on sheets.

### **CAMPAIGNS/MOVEMENTS SUPPORTS**

Information and documentation centre of NGOs should disseminate and communicate necessary information to social activist for supporting their various campaign and movement.

### **ABSTRACTING SERVICES**

In this service, article appearing in journals, reports, monographs, research materials, conference papers, seminars, proceeding etc. are abstracted and organized in a suitable manner.

### **PUBLICATIONS OF NGO, DOUCMENTATION CENTRE**

The information and Documentation Centre should publish publication according to users needs and current topics i.e. facts sheet, newsletter, etc.

### **USER EDUCATION**

From time to time user has to be educated for giving the exposure about library

collections, its services and making them aware of how to use these services.

### **CLEARING HOUSE**

Its infers a switching operation, providing access through referral to appropriate resources of serving as a collection, agency for special type of documentation in order to redistribute them.

### **ON-LINE SERVICES**

These services are provided on the personal computers through a network.

## **Need of information services in NGO sector**

No sector whether Govt. sector or NGO sector can achieve its goal without information service support from active information systems. The information service in any NGO is essential due to unique features of information user problems:

S.N	Features of the world of Information	Problems in use of Information	Information Services/Sources
1.	Accelerated growth of information and increasing rate of obsolescence.	Lack of time for using and reading and assimilation of time.	Reviews, state of the art reports, trend export, digest information analysis and consolidation problems.
2.	Wide variation in quality and reliability.	Difficult and inadequacy of time for evaluating and selecting.	Data/information analysis and evaluation.
3.	Interdisciplinary nature of information and scatter of information.	Can specialize only in a restricted subject titled.	Indexing techniques to inter-link subject.
4.	Wide range of standards and mode of presentation of ideas.	Only some standard and patterns are convenient to users.	Set and presentation or restructuring and repackaging according to user's needs.
5.	Pertinent information published in documents with restricted circulation.	Inaccessibility of documents.	Location and procurement of inaccessible documents through channels after the formal.
6.	Multiplicity of language	Can be familiar with one or a few lawyers.	Translation Services
7.	Too many documents, information centres have limited funds; also space problems.	Difficult to have physical access to original documents.	Reprography Services

## **Constraints in Information services of NGO Sector**

The systematic documentation and dissemination of information is a key feature of any library or documentation centre. But it is a new and problematic area for the non government organization (NGO) due to limited budgets, personnel and space. NGO find it very hard to run documentation centre for the benefits of themselves and their partners. Some constraints are encountered by NGO to disseminate information.

People in NGO sector lacks the skills needed to start and run information service. Action groups and workers of NGO are lack basic information. They possess irrelevant and incomplete information.

If the information is to be passed on the grass root it has to be translated and adapted. This requires skill, time and finance, all of which are scarce. Consequently, much important material lies unused in documentation centres.

Information retrieval is massive task, and the avoidance of duplication is difficult. The processing of material takes up most of the time.

NGOs work for social justice. It seeks to expose any underlying factors that may have a bearing on issue; this is very difficult to achieve.

Most of NGOs are reluctant to make adequate investment needed for information infrastructure development.

Most of the users lack habit of purchasing information products and services provided by information/ documentation centre.

## Conclusion

In this age of information explosion, information services play a vital role without which neither any concrete decision can be taken, nor any viable plans can be formulated or programs can be executed successfully or they can be monitored and evaluated properly. So many information/documentation centers are attached with any organization in order to effective and efficient information services based on the actual need of its potential and target user groups. For this, there should be appropriate combination of all prerequisites such as adequate information resource; management support, active user participation. Beside, almost all information/documentation centre of different NGO should participate in network activities for resource sharing in order to provide maximum information services to users and come forward to adopt and exploit modern IT as far as possible.

## References

1. Mann, Bernhard M.(1996). The Pedagogical and Political Concepts of Mahatma Gandhi and Paulo Freire, In: Clauben, B., ed. International Studies in Political Socialization and Education. 1996. Hamburg. pp.24.
2. Belkin, N.(1978). Information concept for information science.Journal of documentation. Vol. 34(1); pp.55.
3. <http://en.wikipedia.org/wiki/Information#References>
4. <http://en.wikipedia.org/wiki/Information#References>
5. <http://www.indianngos.com/ngosection/newcomers/whatisanngo.htm>  
"What is an NGO?"
6. <http://wasaa.wordpress.com/2008/06/01/characteristics-of-information/>
7. Kumar , K.(1996) . Reference service New Delhi : Vikas, pp.91-137.

## Online Information resources for school library users: a case study

Dr. R.G. Garg \* and K.P.S. Chouhan \*\*

### Abstract

Draws the attention of present scenario of libraries in India prevalent in secondary education system. Highlights the problems being faced in school libraries in day to day operations in serving the needs of the students. Also indicates the lack of infrastructural facilities provided in the school libraries and suggests ways to find out solutions to problems of government/aided schools in India. The online library provides the skill to the student: learning by doing. The intense need to refit the legislature of traditional library is to go for school library consortium and use of internet resources.

### Introduction

The real task of school library which is also one of the main task of the school to train the students to train himself. Use of books for Reading and reference is an integral part of learning, teaching and research. Libraries in academic institutions provide facilities for students and teachers to read books and consult them for reference, thus widening the scope of class room learning and teaching. The Library of the school is considered as part and parcel of the academic set up. It is created and maintained to serve and support the educational activities of the school. The School Library is an integral part of the education system. It plays a pivotal role in nurturing knowledge and improving the quality of education. The changing needs of children and the teaching community in the information-communication era have potentially transformed the role of the traditional school library. Given the higher expectations, school libraries ought to change their outlook and exploit ICT (Information and Communication Technology) in order to provide quality services.

### Present Scenario

The libraries in school level play an important role in developing and improving the child psychology, learning capacity and also help in supporting the curriculum needs of the teachers and pupils. But it is noted that majority of the schools in India have no library. In State Schools, libraries are running in papers only. Only very few books kept in one or two almiras and always kept locked. Even though few schools Like Navodaya Vidyalayas, Kendriya Vidyalayas and Public Schools are having libraries, there is inadequate infrastructure, such as lack of independent building, less collection kept in closed access, management of library by non-library professionals, shortage of reading room and furniture, etc.

---

**Head**, School of Studies in Library & Inf. Sc., and **University Librarian (I/C)**, Central Library Jiwaji University, Gwalior, E-mail: drggarg@gmail.com

**Librarian**, Jawahar Navodaya Vidyalaya, Amarkantak Distt. Anuppur (M.P.)

The level of School education can be classified in three different levels.

- Elementary Level: 1<sup>st</sup> - 8<sup>th</sup>.
- Secondary Level : 9<sup>th</sup> - 10<sup>th</sup>
- Senior Secondary : 11<sup>th</sup> - 12<sup>th</sup>

There are so many types of schools in India. This can be classified on the basis of governing bodies:

1. Government Schools

- ❖ Central Government (Central Schools and Jawahar Navodaya Vidyalayas)
- ❖ State Government (Runs through Department of Education)

2. Quasi Government Schools

- ❖ Army School
- ❖ Military School

3. Public and Private Schools

There should be a proper set up of libraries in all types of schools for nurturing the values and reading habits.

### Challenges of School Libraries

As the condition of school libraries in India is not too good to provide service to thrier users. Students as well as teachers faced lot of problems in getting proper information from libraries in India. Users faced following problems in accessing information.

- Availability of limited Collection.
- Lack of Proper Infrastructure.
- Lack of IT Application in School Libraries.
- Untrained Library Staff.
- Limited Budget.
- Lack of Career Counseling Service through Libraries:

### Some Solutions

We have to make libraries as the Hub for all activities in school. School Libraries in India have to need reformation by proper planning. If Libraries are run by proper planning. They will revolutionasized the information explosion phenomenon and fulfil the need of the Information Clietele in all directions. We have to provide sufficient budget to libraries and equip them with modern Information Technology tools. By making School Library Consortium we can enrich library in all fields. Each and every piece of information can be retrieved through networking of library resources. Including children's preferences in the building of school library collections makes sense because children are the actual consumers of the resources. In supporting this direction, teacher-librarians and classroom teachers need to work collaboratively as they collect valuable information that will result in purchasing materials children want to read. This information-gathering process should be as objective as possible because materials are expensive. Thus, every effort should be made to purchase

materials that children will actually read and enjoy. The following suggestions attempt to objectify the process of securing pertinent information about children's preferences. When building school library collections, however, thoughtful educators continue to make their best judgments as they pursue a balance of resources that is influenced by all the key players: children, teachers, and teacher-librarians.

### **Information Services through Internet**

Internet connectivity will help in providing better information services to all school library clientele. If school libraries are equipped with uninterrupted Internet service, its users can get free online sources with in limited budget. Free e-Books, e-Journals and other free downloadable information are available on Net which will help in providing better information services to students as well as teachers. Following types of online sources for school community will help to locate information freely on internet. The internet portals for education benefit reduces the stress of cut-throat competition pertaining, manage the bashful condition and uplift the confidence.

1. **QUESTION BANK** : Many online portals are providing readymade sample question papers, model papers and mock test papers for the preparations for CBSE/ISCE and other Boards governed by States. The portals provide scaffoldings to the brighter and average students; the portals keep the taste of varied requirement by the learners and learned. They provide the junk of previous papers and the changing trends of examination policies. The portals discuss the model answers also for the selected questions. They provide the marking tact's and schemes for the students.
2. **TEXT BOOK MATERIAL** : Online study materials for all the Classes are available with soft copies and easily downloadable form for ready reference to the Students and Educators. They provide the supplements with curriculum in many aspects. They provide the refine and refit information with changing environment in academics. The text materials provided are updated and latest.
3. **COMPETITION AID** : Large competition is existing in present day scenario between the several education hubs to enrich there identity with maximums of information for career shaping. The least of portals described are the best suited for making the preparations for competitions and shaping the career for secondary school aspirants for IIT JEE, Medicals, CA, Managements, Defence Academy Examinations, TOFEL, Academicians, Computer Educations etc. The learning portals provide the online test to evaluate the preparation and focus the preparation.
4. **REFERENCE MATERIAL** : Online reference literature is available for Learners and Educators to refine the concept and depth the subject content for ready reference and for long range reference: Online Encyclopedias and Dictionary provide pictures, facts, videos and detail explanation on every platform for students and academician. Directories, Facts and findings,

Biographies Thesaurus, Atlas etc are available online for reference and concept understanding.

5. **ONLINE TEST** : Online Test for self evaluation for the aspirants of IIT's, Medical's, Management's, Public Services, Defence Academy's, etc. are available, with feedback reports to the logins, The portal provide the question banks for the different examination according to their approach and bye laws. They provide the context for the content of the examinations and brief the important features of the examination the students are preparing for. The Portals provide the tips and tricks for the maximum scoring and better ranks.
6. **PERSONALITY NURTURING PORTALS** : The portals are the platform to shape the personality and assist the student to gesture for existing scenario and needs. The students are provided with the tools and ailments to make the future best suited for there forthcoming career and shape the personality in the way they make there identification and existence in the competition world and to rid with the hurdles existing on way. The portals provide the tips to strengthen the personality with desired values and virtues.
7. **LEARNING VIDEOS** : Provides the live interaction with doings and make the learning process with play-fun method. The portals provide the text and concept with all the skills in the form of video which make a lively experience to the learners and make the learning process easy with different legislatures and interpretations. The video's and blogs provided are best tools to shape the learning platform of mind; they activate the cerebellum and amalgamate the learning process with fun for best and everlasting knowledge. The portals provide the online conferencing and lectures for higher concepts by the renowned academician and educators.
8. **SKILL DEVELOPING PORTALS** : The platform provide certain skill developing attitudes to the students for various educational aspects: Graphic designing, Calculating proficiency, Mapping skill, Accounting , Programming etc. The tools provided make the perfection in skill framing and utilization for bread and butter during there hardships.
9. **ONLINE FREE BOOKS**: Curricular and extracurricular books for scholastic and non scholastic learning a varied and wide literature are online available as free e books and are easily affordable with complete context and concept on any aspect. They make availability of maximum of the literature of laureates and legends to all the logins with free accessibility. They guide the students with wide range of supplement of question bank and study notes. Provide the infrastructure intact to curriculum and syllabi designed by Boards. The purpose of the online e-Books is to encourage the voluntary creation and provide the facility of accessing them.



**Analysis of Educational Portal On Different Attributes:**

S.N O	INFORMATION TYPE	PORTALS AVAILABLE
01	QUESTION BANK	<a href="http://www.cbseguess.com">www.cbseguess.com</a> <a href="http://www.cbse.nic.in">www.cbse.nic.in</a> <a href="http://www.indiastudychannel.com">www.indiastudychannel.com</a> <a href="http://www.icseguess.com">www.icseguess.com</a> <a href="http://www.askiitians.com">www.askiitians.com</a> <a href="http://www.cbsepapers.info">www.cbsepapers.info</a>
02	TEXT BOOK MATERIAL	<a href="http://www.ncert.in">www.ncert.in</a> <a href="http://www.cbseguess.com">www.cbseguess.com</a> <a href="http://www.cbseeducamp.com">www.cbseeducamp.com</a> <a href="http://www.learnnext.com">www.learnnext.com</a> <a href="http://www.cbse.nic.in">www.cbse.nic.in</a>
03	COMPETITION AID	<a href="http://www.askiitians.com">www.askiitians.com</a> <a href="http://www.bansaliitjee.com">www.bansaliitjee.com</a> <a href="http://www.fiitjee.com">www.fiitjee.com</a> <a href="http://www.aakashit.com">www.aakashit.com</a> <a href="http://www.resonance.ac.in">www.resonance.ac.in</a> <a href="http://www.brilliant-tutorials.com">www.brilliant-tutorials.com</a> <a href="http://www.studydrive.com">www.studydrive.com</a> <a href="http://www.iitd.ac.in">www.iitd.ac.in</a>
04	REFERENCE MATERIAL	<a href="http://www.thinkquest.org">www.thinkquest.org</a> <a href="http://www.encyclopedia.com">www.encyclopedia.com</a> <a href="http://www.britanica.com">www.britanica.com</a> <a href="http://www.encyclopedia.msn.com">www.encyclopedia.msn.com</a> <a href="http://www.wikipedia.org">www.wikipedia.org</a> <a href="http://www.answers.com">www.answers.com</a> <a href="http://www.reference.com">www.reference.com</a> <a href="http://www.vtpi.org">www.vtpi.org</a>
05	ONLINE TEST	<a href="http://www.askiitian.com">www.askiitian.com</a> <a href="http://www.fiitjee.com">www.fiitjee.com</a> <a href="http://www.resonance.ac.in">www.resonance.ac.in</a> <a href="http://www.bansaliitjee.com">www.bansaliitjee.com</a> <a href="http://www.mtg.in">www.mtg.in</a> <a href="http://www.gocbse.com/">http://www.gocbse.com/</a> <a href="http://onlineteachers.co.in/">http://onlineteachers.co.in/</a> <a href="http://mycbseguide.com/">http://mycbseguide.com/</a> <a href="http://chemistry.about.com/library/weekly/blsafetyquiz.htm">http://chemistry.about.com/library/weekly/blsafetyquiz.htm</a> <a href="http://www.lizardpoint.com/fun/geoquiz/">http://www.lizardpoint.com/fun/geoquiz/</a>
06	CAREER COUNSELLING	<a href="http://www.careerquizonline.com/">http://www.careerquizonline.com/</a> <a href="http://www.highbeam.com/doc/1G1-59210401.html">http://www.highbeam.com/doc/1G1-59210401.html</a>

	G PORTALS	<a href="http://www.ed.gov/about/offices/list/ovae/pi/cte/guidcoun2.html">http://www.ed.gov/about/offices/list/ovae/pi/cte/guidcoun2.html</a> <a href="http://careerplanning.about.com/">http://careerplanning.about.com/</a> <a href="http://www.aboutcareereducation.com/">http://www.aboutcareereducation.com/</a> <a href="http://www.careerlauncher.com/">http://www.careerlauncher.com/</a> <a href="http://www.careerpointgroup.com/">http://www.careerpointgroup.com/</a> <a href="http://www.careerguidanceindia.com/">http://www.careerguidanceindia.com/</a>
07	PERSONALITY NURTURING PORTALS	<a href="http://www.nascenteduc.com">www.nascenteduc.com</a> <a href="http://www.schooleducation.kar.nic.in/SchoolNurturing.htm">http://www.schooleducation.kar.nic.in/SchoolNurturing.htm</a> <a href="http://www.nneindia.org/BO.asp">http://www.nneindia.org/BO.asp</a> <a href="http://www.atassh.com/hrconsultancy.htm">http://www.atassh.com/hrconsultancy.htm</a>
08	LEARNING VIDEOS	<a href="http://www.bbcuk.co.in">www.bbcuk.co.in</a> <a href="http://www.youtube.com">www.youtube.com</a> <a href="http://www.think.com">www.think.com</a> <a href="http://www.sakshat.ac.in">www.sakshat.ac.in</a> <a href="http://www.dartmouth.edu/~acskills/videos/index.html">http://www.dartmouth.edu/~acskills/videos/index.html</a> <a href="http://www.mylearningtube.com/">http://www.mylearningtube.com/</a> <a href="http://www.videolearning.com/">http://www.videolearning.com/</a> <a href="http://www.visuallearningco.com/">http://www.visuallearningco.com/</a>
09	SKILL DEVELOPING PORTALS	<a href="http://www.acdlabs.com">www.acdlabs.com</a> <a href="http://richardbowles.tripod.com/chemistry/balance.htm">http://richardbowles.tripod.com/chemistry/balance.htm</a> <a href="http://documents.wolfram.com/teachersedition/index137.html">http://documents.wolfram.com/teachersedition/index137.html</a> <a href="http://www.math.com/students/calculators/calculators.html">http://www.math.com/students/calculators/calculators.html</a> <a href="http://42explore.com/graphs.htm">http://42explore.com/graphs.htm</a> <a href="http://www.slideshare.net/nranatun/skills-needed-for-a-career-in-accounting">http://www.slideshare.net/nranatun/skills-needed-for-a-career-in-accounting</a> <a href="http://accounting-financial-tax.com/category/career-center/accounting-writing-skill/">http://accounting-financial-tax.com/category/career-center/accounting-writing-skill/</a>
10	ONLINE FREE E BOOKS	<a href="http://www.gutenberg.us">www.gutenberg.us</a> <a href="http://www.bartleby.com">www.bartleby.com</a> <a href="http://www.icdlbooks.com">www.icdlbooks.com</a> <a href="http://www.bubl.ac.uk">www.bubl.ac.uk</a> <a href="http://www.eduref.org">www.eduref.org</a> <a href="http://www.enc.org">www.enc.org</a> <a href="http://www.ebookdirectory.com/">http://www.ebookdirectory.com/</a> <a href="http://manybooks.net/">http://manybooks.net/</a> <a href="http://www.homeschoolmath.net/">http://www.homeschoolmath.net/</a> <a href="http://2020ok.com/books">http://2020ok.com/books</a>

## Conclusion:

The Educational system needs to change so that the school library becomes the hub of activities. If we intend to improve the school programme, the libraries facilities must be improved by using in information processing and retrieval techniques by Information Technology applications. Internet based online sources can change the way of information gathering from libraries with in limited budget of the libraries. Therefore, the school library will perform the role of real hub of all academic activities.

## References:

1. Central Board of Secondary Education. Organising School Libraries: Guidelines. C.B.S.E. Delhi.
2. Wikipedia: the free encyclopedia, Accessed online at <http://en.wikipedia.org/>
3. Navodaya Vidyalaya Samiti. Manual for Librarian. NVS, Chandigarh.
4. Jagtar Singh. Status of School Library Development in India. *Sri Lanka Journal of librarianship & Information Management*. Vol. 1, (1), pp. 7-10.
5. Tandon, Kum Kum. Career Options in Science and Technology : After 10+2 and Beyond What Where and How?. Career Options, New Delhi.
6. Tripathy, J.K., Patra, N.K. and Choudhary, B.K. (2004). Library Consortia: Resource Sharing in digital Era. *Library progress*. Vol. 24, (01). pp. 43-49.
7. <http://www.aresearchguide.com>
8. <http://www.worldpubliclibrary.org>
9. <http://www.extramarks.com>
11. <http://www.topperlearning.com>
12. <http://scienceworld.wolfram.com/>
13. <http://www.exploratorium.edu/>
14. [http://www.kids.gov/k\\_science.html](http://www.kids.gov/k_science.html)
15. <http://www.ipl.org/>
16. <http://chem.lapeer.org/>
17. <http://www.about.com/education>
18. <http://infomine.ucr.edu/>
19. <http://lii.org/>
20. <http://library.rider.edu/scholarly/rlackie/sci>
21. <http://en.wikipedia.org/wiki/Wikipedia:About>
22. <http://www.ebookdirectory.com/>
23. <http://manybooks.net/>

## Secondary School Libraries in Uttar Pradesh: Present Scenario

Dr. Anil Singh\* and Dr. Rishi Tiwari\*\*

### Abstract

The paper gives an overview of present scenario of secondary school libraries in India and Uttar Pradesh. Discuss the role of Secondary Education Commission in development of School Libraries. Suggestions have also been given to improve the conditions of school libraries in the state.

### Introduction

The Constitution of India has enshrined free and compulsory education for all children up to the age of fourteen years. The efforts in this direction have been tremendous, by expanding the educational facilities, particularly in rural areas, by opening schools, attracting more children to school and retaining them. There has been a constant increase in the number of schools in the last few years. Though it is imperative to provide schooling facilities within a convenient walking distance to achieve the goal of Universal Elementary Education, it is also essential to provide a good quality of education to children to prepare them for the future. To impart good education to children we must provide good quality schools, which means providing certain minimum facilities in the schools to create a congenial atmosphere for the children to study in. The school library is such one of the important facilities, which should be available in each school.<sup>1</sup>

### Objectives of School Library

The school library is the heart of the school stimulating currents go out of it into every corner of the school. A school library does not exist for itself. It exists to serve the objectives of its parent organisations. A school library can play a very important role in helping the educational system to achieve its goals. The aim of a good school library is to become a force for educational excellence. School library also helps in developing reading interests in children when they are young so that books may serve as life long sources of knowledge for them.<sup>2</sup> The main objectives of school library are :-

---

\*National Council of Educational Research & Training (NCERT), Sri Aurobindo Marg, New Delhi

\*\*Birla Institute of Management Technology (BIMTECH), Plot No.5, Knowledge Park-II, Greater Noida-201301, U.P.

- ❖ To acquire documents which contribute to the teaching - learning programme to serve the needs of students and teachers adequately.
- ❖ To create life long reading habits among students.
- ❖ To stimulate and guide users to achieve critical thinking, judgement and appreciation of the reading materials.<sup>3</sup>
- ❖ To contribute to the fulfilment of the educational aim of the school.
- ❖ To awaken and foster interest in reading so that children become familiar with books as sources of pleasure and information.<sup>4</sup>

### **Role of Libraries in School Education**

Dr. S.R. Ranganathan has found four aspects behind the necessity for setting up school libraries. From the angle of education these aspects are :- (i) Beginnings of universal education; (ii) Equality; (iii) Sociological pressure; and (iv) Inevitability of mass teaching. Adding to these ideas, it is to be said that the school library, if properly organised, can make a sound educational base for any individual.<sup>5</sup> Ranganathan also describes the role of the library in the content of modern education in the following words "The library is the heart of the school, from which every activity in the school radiates and by which in all gets irradiated. The library should literally and figuratively be the hub of every educational institution and the librarian should be a guide philosopher and friend of all its inhabitants."<sup>6</sup>

An eminent educationist Mr. J. Leitch Wilson, Educational Commissioner, Government of India has beautifully visualised the concept and potentialities of a school library in India at the first All India Library Conference held at Calcutta on 12<sup>th</sup> September, 1933 as under:

*"A school library means for the child a new world of spiritual and cultural adventure; it means for the teacher untold increase in resources and power. It means for the school a new atmosphere of learning a new vision of things intellectual. It means for the home elements of common interest and the development of the habit of reading for its aesthetic value alone. It means for the public library a growing clientele of intelligent patrons, for unless the habit of reading is inculcated in the child at school, there would be little or no demand on the part of the adults for a public library."*<sup>7</sup>

### **Role of Government in Development of School Libraries**

In view of the changing philosophy of education and also to bring improvement in the system of education, the Government of India, Ministry of Education appointed Secondary Education Commission (1953) under the Chairmanship of Dr. A.Lakshmanaswami Mudaliar. This Commission in its report laid emphasis on the provision of serviceable school library for each secondary school in the country. The commission reiterated that a school library is undoubtedly 'the heart of the school'. To quote "As the proper use of a well-equipped school library is absolutely essential for the efficient working of every educational institution and for encouraging literacy and cultural interests in students, every secondary school should have a library; class

libraries, and subject libraries should also be utilised for this purpose." About the need for qualified librarian, the report said, that, "trained librarians, who have a love for books and an understanding of student's interests, should be provided in all secondary schools, and all teachers should be given some training in the basic principles of library work in the training college as well through refresher's course."<sup>8</sup>

In 1985, Ministry of Education, Government of India, issued a document entitled "Challenge of Education: A Policy Perspective" as a basis for a nationwide debate which could facilitate the formulation of the New Education Policy. The reference made in the report on National Policy on Library and Information System about school libraries was a mere passing one under the generic heading of the "Academic Library System", and the suggestions of creating an agency at the state level for proper development of school libraries. Suggestions to devise norms for school libraries were made and it also suggested the formulation of a national database on Indian school libraries by a national co-ordinating agency of school.<sup>9</sup>

As a result of debate, Government of India announced New Education Policy in 1986. The policy stated a nation - wide movement for the improvement of existing libraries and the establishment of new libraries. Provisions was also made in all educational institutions for library facilities and the status of librarians improved.<sup>10</sup>

## Secondary School Libraries in India and Uttar Pradesh

The school library is an integral part of school education. It supplements classroom teaching and is essential for the efficient functioning of every school. A well-equipped library helps in encouraging literary and cultural interests in students. In this paper an attempt has been made to identify the present status of school libraries in India as well as of Uttar Pradesh. According to Seventh All India Educational Survey<sup>11</sup>, conducted by NCERT the position of Secondary School Libraries in India and in Uttar Pradesh is given below.

**Table 1**  
*Position of Secondary School Libraries in India According to Area*

Category	Area	Total No. of Schools	Schools having Libraries	% of School having libraries
Secondary	Rural	63576	47040	73.99
	Urban	27165	23050	84.85
	<b>Total</b>	<b>90741</b>	<b>70090</b>	<b>77.24</b>
Higher Secondary	Rural	22847	19925	87.21
	Urban	21022	19376	92.17
	<b>Total</b>	<b>43869</b>	<b>39301</b>	<b>89.59</b>
<b>Total</b>	<b>Rural</b>	<b>86,423</b>	<b>66,965</b>	<b>77.49</b>
	<b>Urban</b>	<b>48,187</b>	<b>42,426</b>	<b>88.04</b>
	<b>Total</b>	<b>1,34,610</b>	<b>1,09,391</b>	<b>81.27</b>

Out of the total number of 1,34,610 schools in all over India, only 1,09,391 only (81.27%) have libraries. Out of the 86,423 rural schools, 66,965 (77.49%) are having library facilities, and out of 48,187 urban schools, 42,426 (88.04%) have libraries. This indicates that the proportion of urban schools having a library is approximately 10% more than rural schools.

In rural areas, libraries are available in 73.99% Secondary and 87.21% Higher Secondary as against 84.85% Secondary and 92.17% Higher Secondary schools in urban areas.

**Table 2**  
**Position of Secondary School Libraries in India According to Management**

Category	Management	Total No. of Schools	Schools having Libraries	% of School having libraries
Secondary	Government	30591	21630	70.71
	Local Body	9967	6544	65.66
	Private Aided	23902	20110	84.14
	Private Unaided	26281	21806	82.97
	<b>Total</b>	<b>90741</b>	<b>70090</b>	<b>77.24</b>
Higher Secondary	Government	15593	13448	86.24
	Local Body	1400	1223	87.36
	Private Aided	15540	14468	93.10
	Private Unaided	11336	10162	89.64
	<b>Total</b>	<b>43869</b>	<b>39301</b>	<b>89.59</b>
	Government	46184	35078	75.95
	Local Body	11367	7767	68.33
	Private Aided	39442	34578	87.67
	Private Unaided	37617	31968	84.98
<b>Total</b>		<b>1,34,610</b>	<b>1,09,391</b>	<b>81.27</b>

According to management-wise distribution of the facilities, it is found that 35,078 (75.95%) schools run by the government; 7767 (68.33%) schools managed by local bodies; 34578 (87.67%) private aided schools and 31,968 (84.98%) private unaided schools have libraries.

It is also observed that 70090 (77.24%) secondary schools and 39301 (89.59%) higher secondary schools have libraries.

**Table 3:** Position of Secondary School Libraries in Uttar Pradesh According to Area

Category	Area	Total No. of Schools	Schools having Libraries	% of School having libraries
----------	------	----------------------	--------------------------	------------------------------

Secondary	Rural	2823	1961	69.47
	Urban	1657	1322	79.78
	<b>Total</b>	<b>4480</b>	<b>3283</b>	<b>73.28</b>
Higher Secondary	Rural	3881	3377	87.01
	Urban	3111	2805	90.16
	<b>Total</b>	<b>6992</b>	<b>6182</b>	<b>88.42</b>
<b>Total</b>	<b>Rural</b>	<b>6704</b>	<b>5338</b>	<b>79.62</b>
	<b>Urban</b>	<b>4768</b>	<b>4127</b>	<b>86.56</b>
	<b>Total</b>	<b>11472</b>	<b>9465</b>	<b>82.51</b>

Out of the total number of 11472 schools in all over Uttar Pradesh, only 9465 (82.51%) have libraries. Out of the 6704 rural schools, 5338 (79.62%) are having library facilities, and out of 4768 urban schools, 4127 (86.56%) have libraries. This indicates that the proportion of urban schools libraries in comparison of rural school libraries is quit high.

In rural areas, libraries are available in 69.47% Secondary and 87.01% Higher Secondary as against 79.78% Secondary and 90.16% Higher Secondary schools in urban areas.

**Table 4 : Secondary Schools Having Library and Librarian in Uttar Pradesh**

Area	Total no. of Secondary Schools	Schools having Library	Secondary Schools having Librarian			
			Full-time		Part-time	
			T	UT	T	UT
Rural	2823	1961	199	242	79	343
Urban	1657	1322	224	111	79	229
<b>Total</b>	<b>4480</b>	<b>3283</b>	<b>423</b>	<b>353</b>	<b>158</b>	<b>572</b>

(T - Trained; UT - Untrained)

Out of total 4480 secondary schools only 3283 (73.28%) have libraries and in these libraries only 423 (12.88%) trained full-time; 353 (10.75%) untrained full-time; 158 (4.81%) trained part-time and 572 (17.42%) untrained part-time librarians are looking after the libraries.

**Table 5 : Higher Secondary Schools Having Library and Librarian in Uttar Pradesh**

Area	Total no. of Higher Secondary Schools	Schools having Library	Higher Secondary Schools having Librarian			
			Full-time		Part-time	
			T	UT	T	UT
Rural	3881	3377	573	692	133	417
Urban	3111	2805	701	492	131	350



<i>Total</i>	<b>6992</b>	<b>6182</b>	<b>1274</b>	<b>1184</b>	<b>264</b>	<b>767</b>
--------------	-------------	-------------	-------------	-------------	------------	------------

---

(T - Trained; UT - Untrained)

Out of total 6992 higher secondary schools only 6182 (88.42%) have libraries and these libraries only 1274 (20.61%) trained full-time; 1184 (19.15%) untrained full-time; 264 (4.27%) trained part-time and 767 (12.41%) untrained part-time librarians are looking after the libraries.<sup>4</sup>

### **Suggestion for Improvement of School Libraries**

When we compare the status of libraries in Uttar Pradesh with the all over India, then status of libraries in Uttar Pradesh is much satisfactory in comparison of India. Out of total 1,34,610 schools in all over India only 1,09,391 (81.27%) have libraries whereas in Uttar Pradesh corresponding proportion is that out of total 11472 schools, 9465 (82.51%) have the library facilities. But there is further need for improvement of school libraries in India as well as in Uttar Pradesh. Though we find that the number of school libraries at Secondary and Higher secondary stage is sufficiently high yet we find that they are not being manned by trained librarians and almost the same as was described by Dr. Mudaliar in his report. Hence there is need to improve the conditions of libraries and librarians in India and Uttar Pradesh. These are some suggestions for further improvement of school libraries:

1. The Central and State Government have to take immediate steps to ensure library facilities in every school. There should be a pre-requisite condition for the recognition of the school that every school must have the library.
2. The State Authorities concerned to School Education should formulate and prescribe the uniform standards for space, furniture and equipments for school libraries for better organization and management. These should serve as guidelines in setting up of the school library and providing library services.
3. A regular professionally full-time trained librarian should be appointed in all schools.
4. The librarian should play a proactive role in encouraging the use of the school library and inculcate reading habits among the children and the teachers.
5. Adequate finance should be provided for the organization of the school library. This finance should be recurring and budgetary provisions should be made for the library in the school budget.
6. To make the librarians acquainted with latest developments in library and information science, refresher courses are to be organised by state education boards and SCERT.

### **Conclusion**

The importance of libraries in educational institutions cannot be over emphasised. The overall condition of school libraries in India as well as in Uttar Pradesh is far from

satisfactory. The library professional in the state should aware of this unfortunate state of affairs, and the state library associations and Indian Library Association together make some efforts to move the government and the people for necessary improvements.<sup>5</sup>The educational system needs to be changed so that the school library becomes the hub of activities in the school. The role of the principal and other higher authorities is extremely important in this regard. They should do all that they can to convert the school library into the hub of activities in the school.<sup>6</sup>

In an increasingly technological environment, school librarians need competencies for planning and teaching different information handling skills to teachers and students. These competencies are gained through courses during initial training and through continuing education opportunities on site or through distance education.<sup>7</sup>

## References

1. Sixth All India Educational Survey (1993-97). The Main Report, NCERT, New Delhi, 1999, pp. 116-117.
2. Krishan Kumar (1986). Standards for school library proposal (In: School library development. *Papers presented at the All India Seminar*, New Delhi, Sept. 19-20, 1986, (ILA) Ed. by C.P. Vashist, pp. 01-14.
3. School library standard. *CLIS Observer*, Vol.3, No.3-4, July-Dec 1986, pp. 82.
4. Trehan, G.L.(1965). Administration and organization of school libraries in India. *Sterling, Jullundur*, pp. 28-29.
5. Singh, Rupan A. (1998). Development of school libraries (In: Jain, M.K., et.al., 50 Years Library and Information Services in India. Shipra, Delhi, pp. 113-114.
6. Lahiri, Ramansu(1994). Library development and the school phenomenon: A highlight on Manipur. (In: Library Movement and Library Development in India, Seminar Papers Thirty-Ninth All India Library Conference, Department of Public Libraries, Government of Karnataka, Bangalore, Jan 7-10, 1994. Ed. by C.P. Vashisth, 1994)
7. Trehan, G.L. (1965). Administration and Organisation of School Libraries in India. *Sterling Publishers*, New Delhi, p.10.
8. Mangla, P.B. (1998). National Policy on Libraries, Information Systems and Services: An Overview. In: Jain, M.K. (ed.) 50 Years Library and Information Services in India. Shipra, New Delhi, p.11
9. Singh, Rupan A.(1998). Development of school libraries (In: Jain, M.K., et.al., 50 Years Library and Information Services in India. Shipra, Delhi, 1998, pp. 113-114.
10. INDIA, EDUCATION (Ministry of). Challenge of Education: A Policy Perspective, 1985. New Delhi.
11. Seventh All India Educational Survey (7<sup>th</sup> AISES) – Specific Facilities in Secondary and Higher Secondary School. NCERT, New Delhi, 2007, pp. 22-30.

# Scientometric Dimension on Osteoporosis in India

Dr. R. Balasubramani\* R. Parameswaran\*\* and S. Raja \*\*\*

## Abstract

Study has been carried out to analyze the research field of osteoporosis in terms of publication output as per science citation index. During 1973- Feb2010 a total of 233 papers were published by the scientists in the field of osteoporosis. The average numbers of publications per year 9.32%. There were 35 countries involved in the research in this field. India is top producing country with 229 publications (81.47%). Authorship and collaboration trend was towards multi-authored papers. There were 605(78.98%) multi-authored publications and 161(21.02%) single authored publications. All India Institute Medical Science (India) topped the list with 15 followed by Sanjay Gandhi Postgrad Inst Med Sci (India) with 13 Publications, Presidency College (India) with 9 publications, Cent Drug Res Inst (India) with 8Publications, University of Madras (India) with 7publications.The most preferred journals by the scientist were: osteoporosis letter with 76 publications, Osteoporosis International with 21 publications, Indian Journal Of Medical Research with 10 publications, Bone with 7 publications.

**Keywords:** Osteoporosis, Bone, Scientometrics analysis, Scientometric study, Density, Mineral

## Introductions

The scientometrics, studies mainly the quantitative aspects of science (in cognitive, as well as in social context), has strengthen its position as a significant component of the general science of science, and it appears to be a completed disciplinary field with clearly outlined subjects of research, specific set of good elaborated research methods and techniques, a significant concerning size and geographical scope research community, numerous research institutions. Research publications are clearly one of the quantitative measures for the basic research activity in a country. It must be added, however, that what excites the common man, as well as the scientific community, are the peaks of scientific and technological achievement, not just the statistics on publications. Many scientometrics studies have appeared in the literature to focus on the performance of science in the field of Osteoporosis.

---

\* **Assistant Librarian**, Bharathidasan University, Trichy, T. N. , Email : lisbala@gmail.com

\*\* **Assistant Librarian**, Banaras Hindu University, Email: parameshwaranbhu@gmail.com

\*\*\* **Research scholar**, Anna University, Coimbatore, T. N., Email : [lisraja1979@gmail.com](mailto:lisraja1979@gmail.com)

## 1 Objective

The main objective of the study is to present the growth of world literature in osteoporosis deposition and make the quantitative assessment of the research in terms of year-wise research output, geographical distribution of research output, nature of collaboration, characteristics of highly productive institution and the channel of communication used by the scientists.

## 3 Methodology

Data was collected from the Science Citation Index (SCI) which is available via the Web of Science (WoS). The WoS is the search platform provided by Thomson Reuters (the former Thomson Scientific emerged from the Institute for Scientific Information (ISI) in Philadelphia). SCI database is one of the very comprehensive databases covering all aspects of science. The study period (1973-Feb2010) is selected as the database is available in machine from since 1982. The search string "osteoporosis" in the "Basic search" field of SCI was used for the year s 1973-Feb2010 to download the records on the subjects 'osteoporoses'. A total of 233 records were downloaded and analyzed by using the **Histcite** software application as per the objectives of the study.

## 4 Results and discussion

### 4.1 Growth of publications

During 1973- Feb 2010 a total of 233 publication were published in osteoporosis by various countries. The average Number of Publications produced per year was 9.32%. The highest number of publications 42 was produced in 2008. Table 1(a) was given year wise growth and collaboration rate in osteoporosis. It can be clearly visualized from the table 1(a) that growth of the literature was very low during 1973- 2002 and it peaked during 2003-2010. It Indicate that research in osteoporosis received a major impetus this period. An Exponential growth in number of publication was observed during 1973- Feb2010. The highest growth rate (3.58%) was found during 2001-2005 with 61 publication followed by (2.88%) with 176 publication, during 1996-2000, (1.88%) with 17 publications and during 1973-1983, (1.5%) with 9 publications. table 1(b) gives growth rate of publications in osteoporosis research in different five years.

**Table 1(a) - Year wise distribution of documents**

S.No	Publication Year	Recs	Cumulative Recs
1	1973	1	1
2	1974	2	3
3	1978	1	4
4	1979	1	5
5	1983	1	6
6	1986	1	7
7	1992	3	10
8	1993	1	11
9	1994	3	14
10	1995	1	15
11	1996	2	17
12	1997	1	18
13	1998	1	19
14	1999	7	26
15	2000	6	32
16	2001	5	37
17	2002	7	44
18	2003	15	59
19	2004	16	75
20	2005	18	93
21	2006	26	119
22	2007	28	147
23	2008	42	189
24	2009	40	229
25	2010	4	233
Total		233	-

**Table 1 (b) - Exponential growth in number of publication was observed during 1973- Feb2010**

Five Year blocks	No of Publication	Growth Rate
1973-1983	6	-
1986-1995	9	1.5
1996-2000	17	1.88
2001-2005	61	3.58
2006-2010	176	2.88

#### **4.2 Collaborative Research- Geographical wise Distribution of Papers**

There were as many as 35 countries carrying out research in the field of osteoporosis and produced 766 authorships. Figure 2 provides a list of countries whose research output is more than 50 publication .India is the top producing country with 229 publications (81.47%), UK with 8 publications (3.43%), Canada with 5 Publications (2.14%), Argentina with 4 Publications (1.71%).

**Table 2 - Country wise documents distribution**

S.No	Country	Recs	TLCS	TGCS
1	India	229	90	1324
2	USA	18	6	389
3	UK	8	4	413
4	Canada	5	1	12
5	Argentina	4	1	218
6	Australia	3	1	229
7	Peoples R China	3	1	227
8	Brazil	2	1	291
9	France	2	2	218

10	Iran	2	0	1
11	Japan	2	1	220
12	Lebanon	2	0	3
13	Netherlands	2	1	214
14	Singapore	2	0	15
15	South Africa	2	0	80
16	Switzerland	2	1	214
17	Belgium	1	1	212
18	Germany	1	0	1
19	Hong Kong	1	1	212
20	Hungary	1	1	212
21	Indonesia	1	0	15
22	Israel	1	1	212
23	Italy	1	1	212
24	Jordan	1	1	212
25	Malaysia	1	0	15
26	Mexico	1	0	2
27	New Zealand	1	1	212
28	Norway	1	0	2
29	Pakistan	1	0	15
30	Philippines	1	0	15
31	Saudi Arabia	1	0	0
32	South Korea	1	0	0
33	Sweden	1	1	212
34	Taiwan	1	0	15
35	Thailand	1	0	15

### 4.3 Authorship Pattern

The most productive author is Mithal A with 14 papers dealing with osteoporosis and 6.00% of all papers published in this research

field. The authors of the seminal publication on osteoporosis given table 3, Mithra C and Das AS, appear on rank 2 (11 papers) and 3(8 papers), respectively.

**Table 3 : Top 20 most productive authors with respect to the number of article dealing with Osteoporosis. Source: SCI (WoS)**

S.No	Author	Recs	TLCST	GCST
1	Mithal A	14	5	228
2	Mitra C	11	18	43
3	Das AS	8	9	28
4	Mukherjee M	8	9	28
5	Kalra S	7	7	19
6	Handa R	6	0	1
7	Kalra B	6	0	0
8	Mitra S	6	10	30
9	Mukherjee S	6	5	20
10	Srinivasan N	6	2	58
12	Das D	5	5	16
13	Khatkhatay M	5	4	16
14	Kumar A	5	1	8
15	Sengupta S	5	7	29
16	Sharma A	5	0	1
17	Sharma RK	5	1	7
18	Singh MM	5	6	19
19	Behari J	4	0	0
20	Das TK	4	0	46

#### 4.4 Document wise Distribution of publications

The most productive Journal is Osteoporosis International with 21 papers dealing with osteoporosis and 9.01% of all papers published in this research field. The journal of the seminal publication on osteoporosis given table 4, INDIAN JOURNAL OF MEDICAL RESEARCH and BONE, appear on rank 10 (4.29%) and 7(3.00%), respectively

**Table 4: Top 20 most productive Journal with respect to the number of articles dealing with osteoporosis, Source: SCI (WoS)**

S.No	Journal	Recs	TLCS	TGCS
1	OSTEOPOROSIS INTERNATIONAL	21	11	244
2	INDIAN JOURNAL OF MEDICAL RESEARCH	10	1	12
3	BONE	7	1	6
4	JOURNAL OF BONE AND MINERAL RESEARCH	6	0	1
5	NATIONAL MEDICAL JOURNAL OF INDIA	6	7	27
6	PHYTOTHERAPY RESEARCH	6	8	19
7	INTERNATIONAL JOURNAL OF RHEUMATIC DISEASES	5	0	0
8	FLUORIDE	4	0	43
9	JOURNAL OF STEROID BIOCHEMISTRY AND MOLECULAR BIOLOGY	4	7	29
10	INJURY-INTERNATIONAL JOURNAL OF THE CARE OF THE INJURED	3	2	12
11	JOURNAL OF CLINICAL ENDOCRINOLOGY & METABOLISM	3	3	73
12	LANCET	3	5	141
13	POSTGRADUATE MEDICAL JOURNAL	3	2	12
14	AMERICAN JOURNAL OF HEMATOLOGY	2	0	6
15	CHEMICAL BIOLOGY & DRUG DESIGN	2	0	1
16	CLINICA CHIMICA ACTA	2	2	61
17	CURRENT MEDICINAL CHEMISTRY	2	1	6
18	CURRENT SCIENCE	2	0	4
19	DRUGS OF THE FUTURE	2	2	8
20	HAEMOPHILIA	2	0	1

Osteoporosis Scientists communicated their research results through a variety of communication channels. Table – 5 provides the distribution of publications in various channels of communication. It was observed that 64.80 percent of the literature was published in journals followed by 14.16percent in Review, 13.30 percent

in Meeting Abstract, 3.43 percent in Letter, 2.14 percent in Editorial Material and 2.14 Proceedings Paper

**Table 5 - Source wise distribution documents**

S.No	Document Type	Recs	TLCS	TGCS
1	Article	151	80	1024
2	Review	33	6	275
3	Meeting Abstract	31	0	1
4	Letter	8	4	14
5	Editorial Material	5	0	10
6	Proceedings Paper	5	2	29

#### 4.5 Word wise distribution of Documents

Keywords are one of the best scientometric indicators to understand and grasp instantaneously the thought content of the papers and to find out the growth of the subject field. Analysis of the keywords appeared either on the title or assigned by the indexer or the author himself will help in knowing in which direction the knowledge grows. The high frequency keywords will enable us to understand the various aspects of osteoporosis under study. . The high frequency keywords were: Osteoporosis 76(7.83%), Bone 66(6.80%), Indian 27(2.78%), Mineral 26(2.68%), and Density 20(2.06%).

**Table 6 - Word wise distribution of Documents (First -20 Documents)**

S.No	Word	Recs	TLCS	TGCS
1	OSTEOPOROSIS	76	36	468
2	BONE	66	41	259
3	INDIAN	27	22	82
4	MINERAL	26	16	64
5	DENSITY	20	9	42
6	EFFECT	19	10	60
7	RATS	19	14	75
8	WOMEN	18	12	55
9	VITAMIN	16	12	150
10	USING	14	2	28
11	HEALTH	13	4	399
12	OVARECTOMIZED	13	14	47



13	EXTRACT	12	11	46
14	INDIA	12	0	28
15	EFFECTS	11	4	42
16	PATIENTS	11	1	24
17	RAT	11	13	44
18	CALCIUM	10	7	26
19	FEMUR	9	7	26
20	HEALTHY	9	11	30

#### 4.6 Language wise distribution documents

Table – 7 The Osteoporosis have contributed more predominantly in English than any other languages as 231 (99.14%) publications were in English followed by Spanish with 2 (0.86%) publications.

**Table 7 - Language wise distribution of documents**

S.No	Language	Recs	TLCS	TGCS
1	English	231	92	1351
2	Spanish	2	0	2

#### 4.7 Institution wise Distribution of Publications

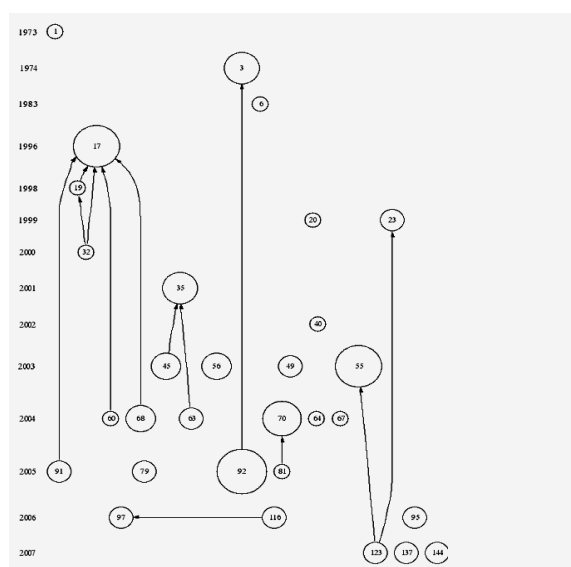
There were 317 institutions involved in research activity in the field of Osteoporosis. Table-8 provides publication productivity of top 20 institutions. All India Inst Med Sci. topped the list with 15 publications followed by Sanjay Gandhi Postgrad. Inst. Med. Sci. with 13 publications, Presidency Coll. with 9 publications, Cent Drug Res Inst with 8 publications, Univ. Madras with 7 publications, and Indraprastha Apollo Hosp. with 6 publications.

**Table 8 - Institution wise documents distribution (First - 20 Documents)**

S.No	Institution	Recs	TLCS	TGCS
1	All India Inst Med Sci	15	2	54
2	Sanjay Gandhi Postgrad Inst Med Sci	13	9	53
3	Presidency Coll	9	18	43
4	Cent Drug Res Inst	8	9	64
5	Univ Madras	7	3	92
6	Indraprastha Apollo Hosp	6	0	4

7	Himalaya Drug Co	5	6	11
8	Natl Inst Res Reprod Hlth	5	4	19
9	Armed Forces Med Coll	4	0	6
10	Govt Coll Pharm	4	5	13
11	Indian Inst Chem Biol	4	6	16
12	Indian Inst Technol	4	1	17
13	[Kalra	4	0	0
14	[Mithal	4	1	8
15	Indian Council Med Res	3	8	18
16	Postgrad Inst Med Educ & Res	3	1	11
17	Univ Salvador	3	0	6
18	[Gupta	3	1	16
19	[Jain	3	0	0
20	[Kumar	3	0	0

### LCS 30 Documents



LCS: Local Citation Score

GCS: Global Citation Score

Nodes: 30, Links: 13

LCS, top 30; Min: 1, Max: 8 (LCS scaled)

Sl.	Reccs	Authors	LCS	GCS
1	1	KRISHNAM.KA, 1973, LANCET, V2, P877	1	51
2	3	VAISHNAV.H, 1974, LANCET, V1, P676	4	11
3	6	JHAMARIA NL, 1983, J BONE JOINT SURG-BRIT VOL, V65, P195	1	33
4	17	Chanda S, 1996, JPN J PHYSIOL, V46, P383	7	12
5	19	Islam N, 1998, JPN J PHYSIOL, V48, P49	1	2
6	20	Genant HK, 1999, OSTEOPOROSIS INT, V10, P259	1	212
7	23	Libanati C, 1999, J CLIN ENDOCRINOL METAB, V84, P2807	2	43
8	32	Islam MN, 2000, J PHYSIOL PHARMACOL, V51, P857	1	1
9	35	Mitra SK, 2001, PHYTOMEDICINE, V8, P195	4	5
10	40	Sontakke A, 2002, CLIN CHIM ACTA, V318, P145	1	34
11	45	Reddy NP, 2003, J ETHNOPHARMACOL, V84, P259	3	6
12	49	Gulati S, 2003, AMER J KIDNEY DIS, V41, P1163	2	19
13	55	Tandon N, 2003, NATL MED J INDIA, V16, P298	7	11
14	56	Shirwaikar A, 2003, J ETHNOPHARMACOL, V89, P245	3	15
15	60	Das AS, 2004, ASIA PAC J CLIN NUTR, V13, P210	1	5
16	63	Reddy NP, 2004, PHYTOTHER RES, V18, P25	2	3
17	64	Ray S, 2004, DRUG FUTURE, V29, P185	1	4
18	67	Chakraborty C, 2004, PROTEIN PEPTIDE LETT, V11, P165	1	4
19	68	Mukherjee M, 2004, PHYTOTHER RES, V18, P389	3	7
20	70	Arshad A, 2004, J STEROID BIOCHEM MOL BIOL, V91, P67	5	10

Using the recently developed HistCite® software of Eugene Garfield, we established the citation graph shown in Figure 8, which is based on the 233 osteoporosis articles accessible in WoS at the date of search (28-02-2010). This graph visualizes the citation network within the osteoporosis literature published so far: The nodes represent the osteoporosis papers with at least 30 citations collected within the ensemble of the selected osteoporosis articles (Local Citation Score, LCS). Lower citation limits increase the number of nodes considerably without changing the node pattern substantially. The specific papers represented by the circles of the citation graph are given in the table below the graph in short form. Like AnaVist®, also HistCite® is used in an interactive mode and can deliver much more information than given in the limited citation graph of Figure.

Citation graph based on the currently 233 osteoporosis articles (WoS)

established by using the HistCite® software of Eugene Garfield. The nodes represent the osteoporosis papers with at least 30 citations collected within the ensemble of the selected osteoporosis articles (Local citation score, LCS). The circle diameter is proportional to the number of citations and the arrows indicate the citation direction between the papers. The numbers within the circles originate from the consecutive numbering of the 233 osteoporosis papers by the software and do not represent their citation counts.

## Finding and Conclusion

In this study the literature on osteoporosis, a promising new material, has been analyzed by scientometric methods. The time evolution of the overall number of citations reveals that the impact increase of the osteoporosis papers is possibly going to outrun the impact increase of the related research fields on Bone and minerals. The highest growth rate (3.58%) was found during 2001-2005 with 61 publication followed by (2.88%) with 176 publication, during 1996-2000, (1.88%) with 17 publications and during 1973-1983, (1.5%) with 9 publications.

The most productive author (Mithal A) has published 14 papers comprising 6.00% of all papers published in the osteoporosis research field. The top 20 most productive research in country wise, India is the top producing country with 229 publications (81.47%), UK with 8 publications (3.43%), Canada with 5 Publications (2.14%), Argentina with 4 Publications (1.71%). A research landscape has been established illustrating the major research clusters with regard to the clustering concept. The top 20 most productive research journal of the seminal publication on osteoporosis, INDIAN JOURNAL OF MEDICAL RESEARCH and BONE, appear on rank 10 (4.29%) and 7(3.00%), respectively. The high frequency keywords will enable us to understand the various aspects of osteoporosis under study. The high frequency keywords were: Osteoporosis 76(7.83%), Bone 66(6.80%), Indian 27(2.78%), Mineral 26(2.68%), and Density 20(2.06%). It was observed that 64.80 percent of the literature was published in journals followed by 14.16percent in Review, 13.30 percent in Meeting Abstract, 3.43 percent in Letter, 2.14 percent in Editorial Material and 2.14 Proceedings Paper. The Osteoporosis have contributed more predominantly in English than any other languages as 231 (99.14%) publications. Among the top 20 most productive research Institution there are All Indian Inst Med Sci. topped the list with 15 publications. Finally, a citation graph has been constructed revealing two unequally pronounced clusters of osteoporosis related publications: the pre-2008 articles being less cross-linked and the past-2008 papers being strongly networked with some of them being heavily cited already a few years after their publication.

## References

1. Kacemani, B. S. et.al. Scientometric portrait of Noble Laureate Dr. C. V. Raman. *Indian Journal of Information Library and Society*. Vol. 37, (4), pp. 215- 49
2. Kacemani, B. S., et.al. Scientometric Dimensions of Nuclear Science and Technology Research In India: A Study based on INIS (1970-2002) Database. *Malaysian Journal of Library & Information Science*. Vol. 11, (1). pp. 23-48.

3. Biglu, Mohammad Hossein. Scientometric study of patent literature in MEDLINE &SCI. Ph.D. Dissertation, Humboldt, Universität zu Berlin, Institut für Bibliotheksund informationswissenschaft.
4. Biglu, Mohammad Hossein. The influence of references per paper in the SCI to Impact Factor and the Matthew Effect. *Scientometrics*. 74. accessed online on December, 10, 2007 at <http://www.springerlink.com/content/8rj428gkx8h872j4/>
5. Glanzel, Wolfgang and Mayer, Martin. Patents cited in the scientific literature: An exploratory study of reverse citation relations. *Scientometrics*, Vol. 58, (2), pp. 415-428.
6. Narin, Francis and Elliot, Noma. Is Technology Becoming Science?. *Scientometrics*, No. 7, pp. 369-381.
7. UNITED STATES National Library of Medicine. accessed online on December 1, 2007 form, <http://www.nlm.nih.gov/>.
8. Bailon-Moreno, E. et al. The unified scientometric model. Fractality and transfractality. *Scientometrics*, Vol. 63, (2), pp. 231-257.
9. Bailon-Moreno, E. et al. (2008). The pulsing structure of science: Ortega y Gasset, Saint Matthew, fractality and transfractality. *Scientometrics*. Vol. 71, (1), pp. 3-24.
10. Campanario, J. Using neural networks to study networks of scientific journals. *Scientometrics*, Vol. 33, (1) 1995. pp. 23-40.
11. Cassiman, B. (2007). Measuring industry-science links through inventor-author relations: A profiling methodology. *Scientometrics*, Vol. 70, (2), 2007. 379-391.

# Digital Library: Issues and Challenges

Ruchi Purohit\* Nasreen Ahmed\*\* and Dr. Surya Prakash Shukla\*\*\*

## Abstract

This article focused of digital library. This article also highlights the objectives, types of digital libraries .there are many problems occur when traditional libraries convert in digital libraries is also explain. Some issues and challenges face in the way of digitization discussed. Role of librarians will have to play in the information age are: Knowledge Manager Information Architect, Hybrid Librarian, and Knowledge Preserver end user trainer. A digital library requires the digital librarians.

**Key Words:** Digital Library, Digital Technology, Preservation, Librarian, Metadata

## Introduction

Modern society is moving through period of rapid transformation of information. Information technology is playing a significant role in the development of modern society. Information and communication technology has now become an integral part of our day to day activities and also in the working environment and in the recent past, it has changed the face of many institution. The new technology has not only created and developed some modern libraries, but also transformed many existing libraries on modern lines. Information technology means the application of micro electronic based combination of computing and telecommunication technology for the access processing storage, dissemination and use of vocal, pictorial textual and numeric information advancement has enabled us to change the traditional concept of library where the print and paper media are the main components to the new system called the "Digital Library" where information will be stored mainly in different type of computer readable disks or tapes.

## Digital Library – Concept

Digital Library is a computer-based system for acquiring, storing, organizing, searching and distributing digital materials for end user access.

A digital library may allow either online or offline access to the elements it organizes and houses and may include multimedia as well as multilingual data. Digital library is an evolving area of research, development and application. Workers in the area have offered multiple definitions.

---

\* **Assistant Librarian**, Sant Hirdaram Girls College, Bhopal (M.P.)

\*\* **Librarian**, People's Institute of Pharmacy & Research Centre, Bhopal

\*\*\***Lecturer**, Mahatma Gandhi Chitrakoot Gramodaya University, Chitrakoot

Smith (1997), has defined digital libraries as "Controlled Collection of

Information Bearing Objects (IBOS) that rare in digital form and that may be organized, access, evaluated and used by means of heterogeneous and extensible set of distributed services that are supported by digital technology.”

### **Objective of Digital Library**

Digital libraries can be entirely in an information society from to not entirely compatible dimensions: Intellectual property and evolving technologies to serve communities of learning .The major objectives of digital library are listed in as under:-

To collect, store, organize and retrieve digital information.

To reduce cost involved in various library operations.

To introduce and provide new services to the library users.

To provide personalized and retrospective services to the user.

To provide coherent view of all information within library in any format.

To minimize massive storage and space problem in libraries.

To provide facility for networking and resource sharing.

To save the time of library staff by avoiding routine jobs.

To access national and international journals which are being published only in machine - readable form (MARC).

### **Advantage :**

1. No physical boundary: The users of digital library need not go to the library physically people from all over the world could gain access to the same information as long as an internet connection is available.

2. Round a clock availability: Digital libraries can be accessed at any time, may be 24hours a day or 365days of the year.

3. Multiple access: The same resources can be used at the same time by a number of users.

4. Structured approach: Digital library access too much richer content in a more structured manner. We can easily move from catalog to a particular book then to a particular chapter so on.

5. Information retrieval: The user is able to use and search term following to the word or phase of the entire collection..

6. Preservation and conservation: An exact copy of original can be made any number of times, with any degradation in quality.

7. Networking:-A particular digital library can provide the link to any other resources of other digital library very easily thus a seamlessly integrated resources sharing can be achieved.

8. Quality of services: A digital library enhances the quality of services offered by a

library and information centre of any type in the best way.

9. Updated information: Access to latest and updated information is possible by electronic services.

### **Problem of Digital Library:**

There are many problems occurs digitization of traditional libraries such as lack of infrastructural facility, lack of knowledge and skill of the information professional and user groups, lack of indigenous software packages, lack of funds to acquire digitized, lack of telecommunication technologies. The cost involved in the creation and maintenance of digital library environment is very high. Copyright and intellectual property right is not being given any due important as the information and document can be copied without the permission of author. There are some political barrier includes lack of national library, information science policy and government disinterest in providing developing technologies to the nationals.

### **Issues and Challenges in Creating Digital Libraries**

Some the more serious issues facing the development of digital libraries are outlined below.

**1. Technical architecture:** Technical architecture is the first issue of any traditional libraries to convert in to digital system. The architecture will include components such as:

- ❖ High-speed local networks and fast connection to the internet
- ❖ Electronic document management functions that will aid in the overall management of digital resources
- ❖ A variety of servers, such as web servers and FTP servers
- ❖ Relational database that support a variety of digital formats

The resources supported by the architecture could include:

- ❖ Bibliographic database that point to both paper and digital materials
- ❖ Indexes and finding tools
- ❖ Collections of pointers to internet resources
- ❖ Directories
- ❖ Primary materials in various digital formats
- ❖ Photographs
- ❖ Numerical data sets
- ❖ Electronic journals

**2. Building digital collection:** One of the largest issues in creating digital libraries will be the building of digital collection. There are essentially three methods of building digital collections:

- ❖ Digitization, converting papers and other media in existing collection to digital form.
- ❖ Acquisition of original digital works created by publishers and scholars.
- ❖ Access to external materials not held in house by providing pointers to web sites, other library collections, or publishers' servers.



**3. Digitization:** One of the primary methods of digital collection building is digitization. It is the conversion of any fixed or analogue media-such as books, journals, articles, photos, painting, and microforms into electronic form through scanning, sampling or in fact even re-keying.

- ❖ Retrospective conversion of collections: Essentially, starting at A and ending up a Z. However ideal such complete conversion would be, it is impractical or impossible technically, legally, and economically.
- ❖ Digitization of a particular special collection or a portion of one: - A small collection of manageable size, and which is highly valued, is a prime candidate.
- ❖ Highlight a diverse collection: - By digitizing particularly good examples of some collection strength.
- ❖ High-use materials: - making those materials that are in most demand more accessible.

**4. Metadata:** - Metadata is another issue central to the development of digital libraries. Metadata is the data the describes the content and attributes of any Particular item in a digital library. Metadata is important in digital libraries because it is the key to resource discovery and use of any document.

**5. Naming, identifiers, and persistence:** The fifth issue is related to metadata. It is the problem of *naming* in a digital library. They are needed to uniquely identify digital objects for purposes such as.

- citations
- information retrieval
- to make links among objects
- and for the purposes of managing copyright

Any system of naming that is developed must be permanent, lasting indefinitely. This means, among other things, that the name can't be bound up with a specific location.

**6. Copyright / rights management:** - Copyright has been called the "single most vexing barrier to digital library development" (Chepesuk, 1997:49). The current paper-based concept of copyright breaks down in the digital environment because the control of copies is lost. Digital objects are less fixed, easily copied, and remotely accessible by multiple users simultaneously.

Some rights management functions could include, for example:

- usage tracking
- identifying and authenticating users
- providing the copyright status of each digital object, and the restrictions on its use or the fees associated with it

**7. Preservation:** Another important issue is preservation--keeping digital information available in perpetuity. When considering digital materials, there are three types of "preservation" one can refer to:

- ❖ The preservation of the storage medium: - Tapes, hard drives, and floppy discs have a very short life span when considered in terms of obsolescence.

The data on them can be refreshed; keeping the bits valid, but refreshing is only effective as long as the media are still current.

- ❖ The preservation of access to content: - This form of preservation involves preserving access to the content of documents, regardless of their format. While files can be moved from one physical storage medium to another, what happens when the formats (e.g., Adobe Acrobat PDF) containing the information become obsolete?
- ❖ The preservation of fixed-media materials through digital technology:- This slant on the issue involves the use of digital technology as a replacement for current preservation media, such as microforms.

### **Role of Librarian in Digital Libraries**

Digital libraries requires the digital librarians who has to be essentially a type of specialist tasks of massive digitization, storage, access, digital knowledge mining, digital reference services, electronic information services, search co-ordination and manage the archive and its access. Librarian is only competent enough to provide efficient and intelligent access to world's information sources to its users. Role of librarians will have to play in the information age are : Knowledge Mediator Information Architect, Hybrid Librarian, and Knowledge Preserver, Librarians should talk with students and find out which ways librarians can best accommodate student learning. Librarians can start small and develop ideas and projects in close cooperation with their patrons. Library Plays a vital role in supplementing classroom teaching and it is the libraries by which the knowledge contained in documents is transferred/ disseminated to its users.

In the view of some librarians, a "digital library" should do all the things that traditional libraries have done for hundreds of years, and play the same essential role in society that libraries have always played In the digital environment, the role of a librarians is different from traditional one - it will be increasingly toward offering consultancy to the users in their efforts in providing digital reference services, electronic information services, navigating, searching and retrieval of digitized information through web documents that span the Universal Digital Library or the Global Digital library. The role of the librarian while creating a web page is to deliver information about the library and its services like hours of service, location of services, details of library staff, library policies, an interface to the library online Public Access Catalog (OPAC), etc.

### **Conclusion**

Digital information is, and will be, treated differently than paper -based information. It is likely that in the near future, the terms of accessibility and the condition for management and collection of electronic information will not be determined by the library profession. The transition of traditional library collections to digital or virtual collections presented the librarian with new opportunities.

They have created many digital library initiatives and projects, and have formed various national schemes for jointly exploring key issues. With several years accumulated experience, the initial enthusiasm surrounding the development of the

digital library has been replaced by sober second thought. Librarians have discovered that, with a few exceptions, making a business case for digitization and investments in digital technology is more difficult than first envisioned, especially given the technical and legal constraints that must first be overcome.

## References

1. Arora, Jagdish (2001). Building digital libraries: an overview. *DESIDOC Bulletin of information technology*, No. 21, pp. 3-24.
2. Arms, W.Y. (1995). Key concepts in the architecture of the digital library. *D-lib Magazine*, July, 1995. URL: <http://www.dlib.org/dlib/July95/07arms.html>
3. Borgman, Christine L. (1999) What are the digital libraries? Competing vision. *Information processing and management*. 35, pp. 227-235.
4. Bush, V. (1945). "As We May Think", *Atlantic Monthly*, July, pp. 101-108.
5. Cleveland, Gray. (1998). Digital libraries: Definition, issues and challenges. UDT.
6. Chepesuik, R. (1997). The future is here: America's libraries go digital. *American Libraries*, Vol. 2 (1), pp. 47-49.
7. Chapman, S. and Kenny, A.R. (1996). Digital conversion of research library materials: a case for full informational capture. *D-lib Magazine*, October, 1996. URL: <http://www.dlib.org/dlib/october96/cornell/10chapman.html>
8. Erway, R.L. (1996). Digital initiatives of the Research Libraries Group. *D-Lib Magazine*, December, 1996. URL: <http://www.dlib.org/dlib/december96/rlg/12erway.html>
9. Graham, P.S. (1995a). Requirements for the digital research library. URL: <http://aultnis.rutgers.edu/texts/DRC.html>
10. Graham, P.S. (1995b). Long-term intellectual preservation. URL: <http://aultnis.rutgers.edu/texts/dps.html>
11. Lesk, M. (1996). Going digital. *Scientific American*. March, 1996, 58-60. Also available at: URL: <http://www.sciam.com/0397issue/0397lesk.html>
12. Lynch, CA. and Garcia-Molina, H. (1995). Interoperability, scaling, and the digital libraries research agenda: a report on the May 18-19, 1995 IITA Digital Libraries Workshop. URL: <http://www.diglib.stanford.edu/diglib/pub/reports/iita-dlw/main.html>
13. Lynch, C.A. (1998). Identifiers and their role in networked information applications. *Felicitier*, January, 1998, pp. 31-35.
14. Masinter, L. (1995). Document management, digital libraries, and the Web. URL: <http://www.cernet.edu.cn/HMP/PAPER/243/html/paper.htm>

## Book Reviews:

Satija, M.P, Sukhdev Singh and Lakhbir Singh: *A guide to reference sources in Punjabi*. Patiala: Punjab Library Association, 2010, xv +297p. ISBN: 978-81-909933-3-3

Reference sources in any subject or language are important for the researchers, students and writers. These determine the quality and pace of research. Reference sources fall in the category of secondary sources of information, which identify and describe the scattered primary information sources. A guide like this is the reference book of various (secondary) reference sources--hence called tertiary sources. Such a source is the first such attempt in Punjabi. It systematically describes 221 reference sources written in Gurumukhi. These include bibliographies, catalogues, indexes, encyclopedias, dictionaries, glossaries, bibliographical sources, gazettes, statistical sources in all subjects like linguistics, literature, religion, social and natural sciences, folklore, history and geography. There are 13 chapters in all. The first chapter defines the nature and qualities of reference sources. The second chapter is a brief history of the origin and development of reference sources in Punjabi. The next ten chapters describe subject wise the various sources. Every entry is numbered and begins with a complete bibliographical details and then fully describes the source. Last chapter identifies some gaps and urges the librarians and Punjabi scholars alike to produce reference works in those areas. At the end are two indexes: title index, and subject and author index. It makes this book a model of reference book. The book sets high standard of publishing. It is a model reference book which should be acquired by every Punjabi library. It will prove a boon for scholars

Dr R G Garg, Head

Dept of Lib and Info Science

Jiwaji University, Gwalior

गर्ग, रामगोपाल. *चयनित भारतीय हिन्दी ग्रन्थ सूची : उच्च शिक्षा के विभिन्न विषयों से सम्बंधित*. मेडेलियन प्रेस, 55-बी, उधम सिंह नगर, लुधियाना, पंजाब. 2009 पेज 336. ₹50 595.

भारत एक बहुभाषी राष्ट्र है। भारत की जनगणना 2001 के अनुसार भारत की कुल जनसंख्या में से 41.3 प्रतिशत लोगो की मातृभाषा हिन्दी है। शिक्षा एवं शोध हेतु चिंतन की गहराई में जाने में मातृभाषा सबसे ज्यादा सहायक सिद्ध होती है। जिन लोगो की मातृभाषा हिन्दी है उन्हें उनके विषय पर उपलब्ध पाठ्य सामग्री के बारे में जानकारी होना आवश्यक है। यह जानकारी ग्रन्थ सूचियों के माध्यम से ही हो सकती है। "चयनित भारतीय हिन्दी ग्रन्थ सूची : उच्च शिक्षा के विभिन्न विषयों से सम्बंधित" यह ग्रन्थ सूची हिन्दी भाषी राज्यों के उच्च शिक्षा के छात्रों के निश्चित रूप से उपयोगि सिद्ध होगी। इस ग्रन्थ सूची में भारत के विभिन्न विश्वविद्यालयों में पढ़ाये जा रहे लगभग 68 विषयों से सम्बंधित पाठ्य पुस्तकें, संदर्भ पुस्तको एवं पाठ्योत्तर पुस्तकों की सूची दी गयी है। इसमें विभिन्न विषयों से संबंधित हिन्दी भाषा में उपलब्ध विश्वकोश, शब्द कोश, परिभाषा कोश एवं ग्रन्थ सूचियों की

जानकारी संनिहित है। प्राकृतिक विज्ञान, समाज विज्ञान एवं मानविकि के लगभग सभी विषयों की पुस्तकों को शामिल करने का प्रयास किया गया है। इस ग्रन्थ की सहायता से यदि कोई छात्र या शोधार्थी अपने घर पर ही पुस्तक मंगाना चाहता है तो वह ऐसा कर सकता है क्योंकि सभी प्रकाशकों/वितरकों के पूर्ण पते इसमें अंत में दिये गये हैं। ग्रन्थों के लेखक के नाम के आधार पर विषयानुसार पुस्तकों का व्यवस्थापन रोमन अक्षरों से करना पुस्तक खोज को सरल बना देता है। ऐसे ग्रन्थ जो स्थानीय राजनीति, इतिहास, भूगोल एवं संस्कृति पर स्थानीय स्तर के प्रकाशकों ने प्रकाशित किये हैं उनकी जानकारी इस ग्रन्थ सूची में देखने मिलि, इस प्रकार के प्रलेख उन शोधकर्ताओं के ज्यादा लाभप्रद सिद्ध हो सकते हैं जो स्थानीय क्षेत्र के विषयों पर शोधकार्य कर रहें। यह ग्रन्थ सूची लेखकों व प्रकाशकों को भी उपयोगि सिद्ध होगी क्योंकि वे इस ग्रन्थसूची के आधार पर उन विषयों का चयन कर सकते हैं जिन पर पुस्तकें उपलब्ध नहीं हैं और भविष्य में उन पर लेखन प्रकाशन की रणनीति बना सकते हैं।

डॉ. आर. के. भट्ट  
विभागाध्यक्ष,  
ग्रन्थालय एवं सूचना विज्ञान विभाग,  
दिल्ली विश्वविद्यालय, दिल्ली

## **Forthcoming Seminar/Conferences/Workshops, Refresher Coerces in India**

### **2012, August 6 - Monday**

ISKO International Conference (ISKO 2012) on Categories, Conceptual Structures, Contents and Relations in Knowledge Organization  
August 6, 2012 at 6pm to August 9, 2012 at 7pm -Bangalore, Contact: International Society for Knowledge Organization (India Chapter), c/o Sarada Ranganathan Endowment for Library Science, 702, 42nd Cross, III Block, Rajajinagar, Bangalore 560 010, India.

### **2011, March 2 - Wednesday**

8th International Convention on Automation of Libraries in Education and Research Institutions (CALIBER) on the theme "Towards Building a Knowledge Society: Library as Catalyst for Knowledge Discovery  
March 2, 2011 to March 4, 2011 - Goa University, Goa. Sub Themes Knowledge Discovery Tools and Techniques o Web Data Mining and Analysis o Harvesting Web Resources o Federated Search and Discovery Tools o Standards and Protocols o Knowledge Architecture. Organized by INFLIBNET

### **2011, February 17 - Thursday**

UGC Sponsored National Conference on Collection Development of Resources in Electronic Environment  
February 17, 2011 to February 18, 2011 - Mumbai Maharashtra, Gokhale Education Society's College of Education and Research, Parel, Mumbai in collaboration with MSG Foundation, Mumbai.

### **2011, February 15 - Tuesday**

International conference on the Convergence of Libraries, Archives and Museums (ICLAM 2011)  
February 15, 2011 to February 17, 2011 - India International Centre, New Delhi  
Theme : User Empowerment through Digital Technologies Organized by National Institute of Fashion Technology, New Delhi in collaboration with IFLA  
International conference on User Empowerment & Digital Technologies in Libraries & Information Centres  
February 15, 2011 at 9am to February 17, 2011 at 6pm - India International Centre, New Delhi National Institute of Fashion Technology(NIFT) & International Federation of Library Associations & Institutions (IFLA)- Art Libraries.

### **2011, February 14 - Monday**

International Conference on Digital Libraries and Knowledge Organization (ICDK 2011)  
February 14, 2011 to February 16, 2011 - Management Development Institute, Sector 17, Gurgaon, Haryana. More: <http://www.mdi.ac.in/ICDK/Home.html>.

**2011, February 4 - Friday**

National Conference on Library Security Management in Digital Era  
February 4, 2011 at 9am to February 5, 2011 at 5pm -University Library, JNTU,  
Hyderabad, UNIVERSITY LIBRARY, JNT UNIVERSITY HYDERABAD, is  
Organizing 2-day "NATIONAL CONFERENCE ON LIBRARY SECURITY  
MANAGEMENT IN DIGITAL ERA".

**2011, January 30 - Sunday**

International Conference on Web Based Learning and Library Management  
January 30, 2011 to January 31, 2011 - JECRC, Jaipur (Rajasthan, Jaipur  
Engineering College and Research Centre (JECRC) in association with Uttam  
Devi Mohan Lal College of Engineering (UDML).

**2011, January 28 - Friday**

Third Annual Conference of KMLA (Kamataka Medical Library Association)  
January 28, 2011 to January 29, 2011 - A.B. Shetty Memorial Inst. of Dental  
Science, Mangalore.

**2011, January 22 - Saturday**

National Seminar on Contemporary issues for the Information Professionals in  
a Digital Era (NASCIP- 2011)

January 22, 2011 all day - GHAZIABAD. (NASCIP- 2011) Information Resource  
Center of INMANTEC, Ghaziabad is going to organize a National Seminar.

## Instructions to contributors

### General guidelines:

Manuscripts submitted must be in English or Hindi. The quality of the language must meet the standards of the international community. The paper should not exceed 15 typewritten pages (A4) double-spaced with wide margins. Also provide the text in electronic form using any exchange standard like RTF or HTML in double spacing; the program will then convert the file. Papers should not have been published before nor be currently under consideration by other journals. Author must submit a duly signed declaration, and to confirm that their article is original, accurate and does not include any libelous statements. The editorial board will not be held responsible for the opinions expressed by the author(s). For faster production, an author may send the paper in a CD and or as an attachment of email, in addition to hardcopy.

### References:

#### Books:

1. Coulmas, F. (1999). *The Blackwell Encyclopedia of Writing Systems*. Oxford, Blackwell Publishers.
2. Brooks, G., Gorman, T.P. and Kendal, L. (eds.) (1993). *Spelling It Out: The Spelling Abilities of 11- and 15-year-olds*. Slough, UK, National Foundation for Educational Research.

#### Journal articles:

1. Kajii, N., Nazir, T.A. and Osaka, N. (2001). Eye movement control in reading unspaced text: the case of the Japanese script. *Vision Research*, Vol. 41, (19), pp. 25-39.
2. Hirshon, A. (1998). *Academic Library Consortia: Past, Present and Future*. Retrieved online on 10 August 2006 at <http://leigh.edu/{arth5/arh5.html>

Note: The author of each paper will receive online copy [pdf format] on E-mail, free of cost, but not a copy of the journal. Additional reprints are also supplied at cost price on prior information.





---

# Young Librarians Association

Reg. No. 01/01/01/21553/10

## Governing Council

### Patron

Dr. R. G. Garg  
Dr. Sanjiv Saraf

### President

Mohammad Rehan

### Vice-President:

Sudhir Shrivastava

### Secretary

Ravindra K. Gupta

### Joint Secretary

Raees Ahmad

### Treasurer

Sangita Dharade

### *YLA Headquarter is located at*

No. 86, Sami Manzil, Near Mosque,  
Haneef Colony, Berasia Road,  
Karond, Bhopal [Madhya Pradesh]  
INDIA. - 462 038.

Email: [ylabhopal@gmail.com](mailto:ylabhopal@gmail.com)

The Young Librarians Association [YLA] was founded in the year 2008. It was registered under the MP Society Registration Act 1973 in 23<sup>rd</sup> March 2010. Aim and objective to contribute to the professional and career development of all library personnel by conducting workshops and arranging programs. It also engage in library science education and the improvement in the training of libraries across India. To encourage and advocate for the interests of professionals and the all libraries and improvement in the status and conditions of services of librarians and promote the study, research, and dissemination of information relevant to Indian librarianship. Promotion of bibliographical study and research in library science. To foster cooperation and communication among the members of YLA, the Library community, other library organizations, and other associations. To support and protect intellectual freedom in the libraries. Affiliation of the State and other library association with Young Librarians Association and co-operation with International Organisation with same objectives. To acknowledge and honor the achievements of library personnel. Promotion of library movement and Improvement in library services in all its aspects in India. Publication of bulletins periodicals, books, etc. which will tend to the realization of the objectives of the Association. Establishment of libraries, documentation and information centres and assistance in their establishment and working promotion of appropriate library legislation in India. Promotion as well as formulation of standards, norms, guidelines, etc. for management of library and information systems and services; and carrying out all such other things those are incidental or conducive to the attainment of the above mentioned objectives.

---